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Committee reports and group discussions are presented for a conference called by the Office of Education. The committee on organization and development considered a statement of objectives, the development of a sound program of training that will sell itself on merit, the approach of developing a new program as a merchandising problem, the development of a sound technique of answering objections, and new fields where training needs exist. The committee on teacher training considered the location and selection of teacher candidates, the peculiar characteristics of the teacher's job, the most effective plan for training discussion group leaders, inservice training, and leader training programs for a local community. The committee on instructional material considered the need and demand for a universal form for the preparation and effective exchange of teaching materials, the content of such a standard form, and conference adoption of such a form. The committee on methods listed methods to be considered, and characteristics of each, defined the nature of each method, suggested ways of using the method to advantage, and compiled for group discussion a list of problems related to methods. (MM)

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COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION

PROFESSIONAL BULLETIN SERIES

NUMBER 13

"The Dunwoody Papers"

Report of First National Training Conference for Distributive Education

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FOREWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This bulletin contains the famous Dunwoody Papers, a report of the First National Training Conference for Distributive Education called by the U.S. Office of Education. The conference was held at William Hood Dunwoody Industrial Institute, Minneapolis, Minnesota, from August 14 to 25, 1939. The report covers the organization and development of distributive education, teacher training, instructional materials, and methods.

The report is interesting and valuable not only from the standpoint of its breath and depth but from the standpoint of the vision of the conferees as proved by later developments in the growth of distributive education throughout the nation.

The bulletin was reproduced by Dr. Harland E. Samson, Associate Professor of Distributive Education, University of Wisconsin. It was published through the courtesy of the Department of Curriculum and Instruction, School of Education, University of Wisconsin, Madison, Wisconsin. Requests for copies should be addressed to Dr. Samson.

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September, 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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I. REPORT OF COMMITTEE
ON
ORGANIZATION AND DEVELOPMENT

First
National Training Conference
For
Distributive Education
called by
The United States Office of Education

Held at
(William Hood Dunwoody Industrial Institute
Minneapolis, Minnesota
August 14-25, 1939).

REPORT OF COMMITTEE

ON

ORGANIZATION AND DEVELOPMENT

The Committee on Organization and Development consisted of the following: Robert B. Berry, Assistant Supervisor of Distributive Education, University of North Dakota, Grand Forks, North Dakota; Donald H. Bowles, Essex County Vocational Schools, Hall of Records, Newark, New Jersey; Harold M. Haas, Research Specialist in Distributive Education, Indiana University, Bloomington, Indiana; Mabel Hartje, Jamestown High School, Jamestown, North Dakota; Gladys Peterson, Badger, Iowa; Leonard S. Ralph, State Coordinator, Distributive Education, Extension Division, University of Utah, Salt Lake City, Utah; Harry C. Schmidt, Minneapolis; Gordon O. Voss, 333 State Office Building, St. Paul, Minnesota; Hughes M. Blowers, Chairman, Regional Supervisor, Distributive Education, State Department of Education, 115 Haviland Hall, Berkely, California.

I. FOREWORD

Members of this Committee held their first meeting Monday afternoon, August 14. A plan of organizing and presenting to the Conference the material to be covered in this assignment was outlined in this meeting. In accordance with the plan adopted by the Conference, the Committee on Organization and Development" was allotted the mornings of the 15th, 17th, 21st, 23rd and 25th to report to the general Conference group: The Committee, first marking out the areas which it planned to cover, decided to follow the conference procedure before the general group, presenting a series of problems and working toward the solution of them on a conference basis.

In approaching the problem of organizing and developing Distributive Education, the Committee recognized the interdependence of production and distribution as they work together to serve society. It emphasized the need for greater efficiency in operating the machinery of distribution as indispensable to the economic welfare of the nation.

By way of illustration, it was pointed out that there is no greater waste of raw material, money, and labor than to convert materials into products that do not move into the hands of consumers. That to use steel in the manufacture of products that do not meet consumer acceptance is to waste the steel. There may be one or a number of reasons why the product does not move. It may be unsuited to the market to which it is offered. The price may not be acceptable to that market; it may be excessive because of high manufacturing costs or because of the inefficiency of the distributive methods used. But, for an enterprise in production to be economically successful, there must be a supporting and complementary distributive function adequately performed.

Distribution is a very important part of enterprise. More goods are being produced today than can be sold at a profit. On every hand we hear that "there is no longer a problem of production; the big problem today is distribution." Business men, manufacturers, and farmers are studying the problems of distribution to find an answer to the question: "How can we increase the efficiency of distribution?"

In view of the far-reaching significance of the inter-relationship of these functions to society as a whole, and in view of the waste and inefficiency in distribution, the Committee stressed the importance of giving wider publicity to the purposes and objectives of Distributive Education. In presenting a plan of action for the consideration of this Conference, it recommended that the following steps be taken:

First, that a clear Statement of Objectives be drawn up and adopted.

Second, that careful consideration be given throughout each session of this Conference to the development of a sound program of training that will sell itself on merit.

Third, that the problem of developing the new program be looked upon as a merchandising problem to be approached in three steps:

a. Identifying our "market:

The various groups who must be "sold" on the value of this program, if any promotion is to be successful. (See Section IV.)

b. Building the sales plan:

Exactly what is it we are selling? As a line of merchandise is "built" to a certain desirable standard, so this program should be built and shaped to meet the needs of our market. (See Section III.)

c. Developing a selling technique:

Developing techniques of selling our product by emphasizing those points which have an appreciation value for our "customers." Thus, it will be seen that, on this assignment, the Committee is primarily interested in developing sound techniques of handling promotional problems rather than in "furnishing answers."

Fourth, that a list of typical objections be drawn up and a sound technique of "answering objections" be developed.

Fifth, that, for the further development of the program, a "sample of list of unique and unusual classes" be developed to indicate new--perhaps hitherto neglected--fields where training needs exist.

GROUP DISCUSSION WITH THE ENTIRE DISTRIBUTIVE EDUCATION SECTION

II. STATEMENT OF OBJECTIVES:

Chairman: "Following in order the five steps outlined in our preliminary meeting, the Committee has drawn up a Statement of Objectives which is now submitted to the Conference for consideration. To illustrate the significance of this first step, our plan of approach to this problem of organization and development might be compared to the course followed by an experienced merchant in organizing a new business. Before buying a stock of merchandise, before planning store arrangement or even selecting a location, he will formulate policies to govern him in building his business. He will decide what class of trade to solicit; what buying motives to emphasize in his advertising and display; what services he will offer; whether he will conduct a cash or credit business, etc.

"A consideration of sound objectives is of fundamental importance to us. The objectives that we adopt will have an important influence on the growth and the development of our program. We are drawing up a set of blue-prints and we should be sure that it contains the essential elements before starting out to sell the product itself."

The Statement of Objectives, prepared by the Committee, was submitted to the Conference, section by section. The remainder of the morning was given over to a thorough and detailed discussion of each section. The following Statement of Objectives was finally adopted by the Conference: - (p. 5)

A STATEMENT OF OBJECTIVES: SOCIAL AND ECONOMIC AIMS OF THE PROGRAM OF DISTRIBUTIVE EDUCATION

1. To train for high standards in the distribution of goods and services by improving merchandising and selling practices, in terms of--

    a. Benefits to buying public,
    b. Opportunities for the employee, and
    c. Sound, profitable operations for employers.

2. To develop, among employers, employees, and consumers, a wider appreciation of the value of trained personnel.

3. To train for a wider appreciation and understanding of the basic processes of distribution in our national economy.

4. To develop a well-rounded program which recognizes the comparable value of --

    a. Extension training to increase the efficiency of those now employed.

    b. Cooperative part-time training to provide for replacement needs as required annually for the distributive occupations.

5. To train for increased efficiency in distribution with particular reference to the merchandising and managing problems of the small merchant.

6. To train for a better understanding of the mutual problems of employer and employee through a study of personnel and management problems.

7. To develop a closer tie between the school and the business community.

8. To deserve the confidence of business in accepting distributive education as an integral part of the business community.

GROUP DISCUSSION WITH THE ENTIRE DISTRIBUTIVE EDUCATION SECTION

III. BUILDING THE SALES PLAN:

Chairman: "The 'product' which is being marketed in this program of distributive education can be analyzed and described as a tangible product or a piece of merchandise. However, it should be emphasized that the Committee has no thought of a cut and dried, stereotyped program of training. This program, to have vocational value, must be shaped to the needs of each group. The ideal program is 'tailor-made'--built to specifications after the needs have been analyzed. Flexibility is one of its out-standing characteristics. Another is its availibility to all who are engaged in distributive occupations. In the over-all view, there are a number of distinctive features which characterize the program. The task of the coordinator is similar to a sales presentation. At its best it is a clear, enthusiastic exposition of the benefits which the program offers; and, to be most effective, these benefits must be stated in terms of the 'buyer's' interests.

"In Indiana, at a conference of the coordinators, a promotional plan was worked out, the details of which have been embodied in the Indiana Coordinator's 'Handbook on Promotion of Distributive Education' (Bulletin No. 5, Distributive Education Series). This 'Indiana Plan' is the result of the group thinking and the pooling of experience of these coordinators, and provided an excellent basis or starting point for the Committee.

"Mr. Harold M. Haas, of Indiana, who is a member of our Committee, will present this plan to the Conference this morning."

WHAT THE SALESMAN MUST KNOW

A. THE PRODUCT

Exactly what are we selling? At the conference of coordinators held at Indiana University, July, 1939, the following steps were listed as the utilities or want-satisfying characteristics of vocational training in Distribution for employers and employees:

For the Employee:

1. Opportunity for self-improvement.
2. Happiness and contentment.
3. Job security because of increased skill and knowledge.
4. Increased prestige in organization:
    a. Management
    b. Fellow-workers
5. Satisfaction from knowing more about the job.
6. Pleasure from the society of group members.
7. Pleasure from bringing increased satisfaction to our customers.
8. Increased earning power--chances for increased pay.
9. Greater pleasure in his work.
10. Preparation for salesmanship as a profession.

For the Employer:

As a result of attendance by his employees:

1. A contented organization--Better understanding
    a. Improved work (morale)
    b. Better cooperation
        1. With management
        2. With fellow-workers
        3. Trade
2. Ability to do a better job of merchandising
    a. Increases importance in community
    b. Greater success in competition
    c. Increased profits

Building the Sales Plan - continued

What the Salesman Must Know - continued

3. Ability to hold trade at home.
4. Lower labor turnover.
5. Small store has sales training comparable to big store.
6. Decreased selling costs
   a. Less exchanges, complaints, etc.
7. Broader viewpoint among employees.
8. More knowledge of merchandise on the part of the employees.
   a. Necessary to keep pace with increased activities of Consumer movement, e.g., Consumer Union.
9. Increased merchandise turnover.
10. A reserve of trained extras.
11. Improved selling technique
    a. Principles of salesmanship have been definitely formulated.
12. Advisory service.
13. Obtaining return for taxes paid.

As a result of personal participation in management meetings:

1. Opportunity for increasing knowledge and understanding of successful merchandising practices.
2. Business success because of knowing the "what" and "how" of store operation.
3. Increased prestige in own organization.
4. Increased interest in and value from local merchants' organization.
5. Good will toward store from the buying public as a result of efforts to improve its service to them.

What the Salesman Must Know - continued

6. Pleasure from the sociability of the meetings.

7. Satisfaction of knowing the why back of the various accepted merchandising practices.

8. Training and experience in conducting a group meeting.

B. THE PROSPECT:

Although there are thousands of people engaged in Distribution to whom coordinators must talk, either as individuals or in groups, experience has shown that most of these people can be represented by a relatively small number of types. At the conference at Indiana University, word pictures or descriptions of types of employers and employees commonly met in the field were worked out. The advantage of such a classification is that a coordinator can prepare in advance a standard approach or presentation, and also methods of meeting the objections which most commonly are raised.

Mr. Haas: - "We do not have time to discuss this topic further this morning. Our Coordinator's Handbook discusses seven 'employee types' and four 'employer types'. It should be emphasized that a considerable amount of thought, study and planning must precede every interview if the selling effort is to be effective."

C. NECESSARY CONVICTIONS:

What convictions must the prospect have before he will become a participant in this program of vocational training? The employee must be convinced:

1. That this training will be of value to him personally;

2. That the time given to the work is an investment on which there is a better than 50-50 chance that he will get a return in form of more money in his pay envelope;

Building the Sales Plan - continued

What the Salesman Must Know - continued

3. That he will gain prestige with his employers and his associates;

4. That he will enjoy the mental stimulus of the class meetings and the social contacts with his fellow-workers;

5. That real opportunities exist in his line of work.

Before he will encourage his employees to attend the meetings, the employer must be convinced:

1. That one of the most important assets in his business is a trained organization;

2. That regardless of experience or previous training, the work of his employees will be improved through this program of Distributive Education;

3. That attendance at the meetings and participation in discussions on the part of his employees will be of aid to him in solving his problems of personnel administration; and,

4. That improved selling effort in his store will decrease his selling cost, increase his sales volume and result in a more profitable operation.

Before he will attend conferences dealing with problems of store operation, the employer must be convinced:

1. That he has some problems on which he needs some assistance,

2. That the type of meetings outlined will 'work out' as explained by the coordinator,

3. That the leadership of the meeting will be of such caliber that the discussion will be practical and interesting,

4. That he will get as much or more than he gives in terms of successful ideas on store practice,

5. That the meetings will not interfere unduly with his business or personal life,

6. That attendance is necessary if he is to maintain the strength of his competitive position,

7. That this is not a "scheme" of someone to obtain personal benefits, but is definitely a part of the system of public education.

D. BEHAVIOR PATTERNS:

In most cases people will not buy goods or make sacrifices of time and effort, such as are required in this program, on the basis of convictions alone. They must be stimulated by appeals to those traits of human nature which are present in all persons and which will be referred to here as behavior patterns.

The term, "behavior pattern," as used here is defined as a characteristic of human nature which causes normal persons to react in a predictable manner to various situations.

That trait or behavior pattern which is most universally present is the desire to be important--the desire for dominance. John Dewey has called it "the strongest urge of human nature." When analyzed, almost all behavior patterns, and particularly those to which the most effective selling appeals can be made, will be found to be directly related to this human characteristic.

Most people enjoy a position of leadership in some form or other. Also nearly every person feels respect and admiration for some other person who is working in the same field or who has an enviable record of accomplishments and achievements. This results in efforts to imitate or follow the person who is admired. Again, the normal person wants the approval of his friends and associates. Also, there is the behavior pattern of rivalry or competition, which is simply the clash of two personalities who are both striving for the same leadership position. Finally, there are the behavior patterns based on the sex instinct, and parental love. The following names have been given to these almost universal human traits:

1. Leadership (Desire to be important)

2. Followership (Imitation or emulation)

3. Friendship (Social approval)
    a. Individual
    b. Group

4. Rivalry (Competition)

5. Sex (Attraction of opposite sex, sociability)

6. Parent (Parental love, protection of others)

The behavior patterns just listed refer to those mental states which cause human beings to react to situations which concern other human beings in a manner that is more or less predictable. There is another group of behavior patterns that have to do with objects, such as curiosity, eating, hunting or food-getting, acquisition or collecting, and manipulation or handling. So far as this program of training is concerned, this group is useful at times, but is less important than the first group.

Mr. Haas: "To illustrate the plan we have been discussing, let me give you a 'core sales talk' prepared for the coordinator to present to a store employee:"

Coordinator: "Have you ever wondered why we have schools for doctors, lawyers, and engineers, and trade schools for carpenters and mechanics, and institutes and short courses for farmers, and yet have never offered you people in the stores any opportunities to learn more about your job?"

Employee: "I never thought much about it."

What the Salesman Must Know - continued

Coordinator: "But you can see, can't you, that when we produce apples and potatoes and machines, that our job is only half done? Isn't the work you people are doing in getting these products to the consumers just as important as the work of making them in the first place?

Employee: "Yes, it is important work."

Coordinator: "That is what I have come to talk to you about. Our public school system is just now getting around to offering you people the same opportunities for training that have been offered to farmers and trades-people for years. You know, of course, that merchandising is no longer just keeping store. It is as much a science and profession as is engineering. This winter, you will be able to sit in a group with other people who are doing the same work you are doing, to exchange ideas and experiences with them, to hear the thoughts and opinions and get the advice of experts in various phases of merchandising; people with years of experience and a record of accomplishments. All of this is made possible through your local school system in cooperation with the State Department of Education."

Employee: "What is it going to cost me?"

"The Coordinator can assume that the interest of the employee is now aroused, and from this point on, he can handle the interview in the manner explained in the coordinator's handbook." -- (Selected from the Indiana Coordinator's Handbook on Promotion of Distributive Education).

GROUP DISCUSSION WITH THE ENTIRE DISTRIBUTIVE EDUCATION SECTION

IV. DEVELOPING A SELLING TECHNIQUE:

Chairman: "In the short time at our disposal during this series of meetings, it will not be possible for the committee to deal adequately with every

Developing a Selling Technique - continued

phase of promotion. It will be our purpose, rather, to point out and develop effective techniques of handling typical situations which may be encountered in the organization of this program. In our earlier reports we have taken the step which must precede any successful sales program; adopting a Statement of Objectives. In other words, we have been "building our product" or clearly identifying the article we are selling. Our next step will be, first, to identify our "market"; second, to develop a technique of selling based on buying motives, building up those selling points which have an 'appreciation value' for our markets."

Keeping in mind the full program of (1) Adult Extension, (2) Part-time Cooperative Training, the members of the Conference identified the "market" as follows:

1. School administrators -- Superintendents, Principals and Boards of Education.
2. Business men's groups
3. Trade associations
4. Employers
5. Employees
6. Labor groups
7. Community organizations
8. Taxpayer groups
9. Consumer groups
10. School guidance and placement groups
11. Student groups.

"Let us select from this 'market' the school superintendent and attempt to present our program to him in terms of those points in which he naturally will be interested. We shall undertake to do this in the general meeting this morning, utilizing the conference method to attack the problem. Now, I am not at all interested in a logical development of the subject or a general agreement on all points developed. And, if I were paying money for each point, I would give just as much for the contribution from some member here who perhaps has not as yet participated in the discussion as I would for Mr. Kyker's or Mr. Dillon's contribution. Remember, that for the purposes of our discussion here, this superintendent is not any particular individual, but a composite person made up of all the superintendents whom each one of you has in mind this morning. He has varying interests and motivations. That is why it is so important to get a 'spread' of ideas--at least one from each of you--in order to cope with any situation which might occur in dealing with typical problems. Your use of the material which we expect to develop this morning would naturally be modified by the conditions encountered.

Problem: "What Are 'The Selling Points' Which Should Be Emphasized In Presenting This Program (Adult Extension and Part-time Cooperative) to----- The School Superintendent? What Are the Points in Which He Will Be Interested?"

1. Number of untrained young people who are in retailing.
2. A well balanced education program.
3. A progressive school program.
4. Flexibility of this program.
5. Conservation of human material.
6. Reimbursement.
7. Assurance of "demand".
8. Closer relations with business community.
9. "Enlightened selfishness."
10. Increases his importance and influence in the community.

Developing a Selling Technique - continued

11. Examples--other communities.
12. Leadership.
13. Explanation of how it works and how he can use it.
14. Supporting services from the state is needed.
15. Local control.
16. Sound vocational philosophy.
17. Program is in the consumer's interest.
18. Program is in the employee's and the employer's interest.
19. Not just "another program."
20. Correlation with existing programs.

Following are typical comments and expressions from the members during the Conference:

Member: It is highly necessary that we get over the idea that this is a permanent program and not just a temporary experiment.

Member: On the matter of reimbursement, the Distributive Education worker should not start out with stressing the importance of reimbursement. This is well to mention, but it is not an important factor in our sales talk.

Member: The average school board has provided in the past years many courses that are of help to persons going into the industrial field and into consumer work, but little to aid the local merchants.

Member: We have found in many instances that it is necessary, in dealing with local merchants, to omit mention of the fact that this program is sponsored by Federal and State authorities.

Member: I suggest very strongly that we do not disparage the adult education carried on in our field by W.P.A., C.C.C., and other public agencies. It is advisable, however, to point out that this is a permanent educational program rather than a temporary relief program.

Leader: With reference to remarks regarding the program of adult education carried on outside the public school system; I would like to suggest that you read the article in the January 15, 1938 number of School and Society, "The Influence of the Federal Government in Education," by Rosco Pulliam. The author discusses in a very comprehensive manner the responsibility of the public schools to give leadership and direction to socially desirable programs in all fields of education.

Dr. Paul A. Mertz, Education Director of Sears, Roebuck & Co., was present at the Conference and gave the following statement of policy adopted by his firm regarding the program of Distributive Education under the George-Deen Act:

1. Managers will cooperate with the Coordinator.
2. Managers and Department Heads will teach classes when called upon to do so.
3. The company will offer training material.
4. If there is a cooperative program, they should accept employees from that program.
5. They agree to pay at least the minimum wage agreed upon by the merchant group.

Dr. Mertz felt that it is not necessary for all stores to adopt the same rate of pay to all cooperative students. If only a minimum low wage is paid by some stores, these are likely to be criticised by labor unions.

Member: We should be careful not to over-emphasize the fact that the training we give will result immediately in increased sales. My experience has been that it is too easy to contradict that argument.

Member: I wonder if we do not have to justify our sales training in terms of the amount of money and time spent, just as retail activities that cost money must be justified.

Member: I wonder if one of the areas in our experimentation should not be to attempt to test more objectively the outcomes we strive to achieve in our training and establish some direct relationships with training and increased performance on the job? To illustrate the case: Let us use "X" store and "Y" city. This store has kept sales records for all clerks over a period of years. These records show that their employees have benefited directly from our sales training and have increased their sales. It is possible to develop a research technique that will show trends and sales that are due to training rather than to other factors.

Dr. Mertz: There are so many variables in this attempt to arrive at the reasons for increased sales, that I am afraid the retailer will discount any attempt to sell him on our program through statistical data or evidence.

A SECOND CONFERENCE TOPIC
WAS THEN PRESENTED AS FOLLOWS:

Problem: "What Are The Selling Points Which Should Be Emphasized in Presenting This Program (Training for Employees) To-----An Employer?"

1. Benefits consumer who is entitled to better service.
2. Benefits the employee and the employer.
3. Benefits the employer and his business.
4. Consumers today are well informed.
5. Increases employee's confidence.
6. Decreases labor turnover.
7. Increases sales production.
8. Decreases sales percentage.
9. Develops a permanent clientele.

10. Develops a permanent following.

11. Fewer complaints, returns, allowance.

12. Examples of other programs.

13. Better employer-employee relationships.

14. Not "Federal" easy spending.

15. Modern methods for small employer.

16. Dividends on taxes for business men.

17. Keeps business at home.

18. Small store has training comparable to the large store.

19. Better consumer service.

    a. selling activities
    b. non-selling activities

20. Free publicity.

21. Good will from public resulting from competent service.

22. Better trained extras.

23. Qualified specialists used as teachers.

24. Opportunity for employer participation - (Advisory committee).

25. Promotes cooperation among merchants - (raises business standards).

26. It is not a scheme to organize employees.

27. Program developed through cooperation of school and advisory committee.

28. Content of courses is practical.

GROUP DISCUSSION WITH THE ENTIRE DISTRIBUTIVE EDUCATION SECTION

V. ANSWERING OBJECTIONS:

Chairman: "In any sales campaign, one of the important problems is to make sure of the salesman's ability to 'answer objections' effectively. An adequate and competent presentation of our program will keep the number of objections encountered at a minimum. However, the Committee felt that it would be worth while to devote a morning to the discussion of this problem. The time-tested and doubtless most effective 'Yes, but-' technique should not be neglected. For example, the Superintendent says, 'Yes, I know, it's a fine program and I'd like to have it, but I'm afraid it will cost more money than we can afford this year.'"

"Yes, Mr. Superintendent, it will doubtless cost something, but it will bring a valuable service to the business community. And good public relations with the business men will strengthen your educational program, will it not?"

"So much for the illustration. Now to carry out the Committee's policy of developing techniques, rather than searching for specific answers, let us build a list of typical objections and see how they can be answered most effectively."

Objections From The Employer:

1. "My store is open late and my people work long hours."
2. "My employees will want more pay, and I can't afford to pay them more."
3. "We want to do our own training; we know what our people ought to learn."
4. "When we get a person trained for a certain job, we don't want to move him."

Objections From The Employee:

1. "I'm too old to learn."

2. "I've sold successfully for years."

3. "There is no point in my improving myself; I have no opportunity, in this work, to earn more than $15 a week."

The Conference developed the following examples of an effective technique of meeting the objection of the Superintendent:

Superintendent: "It is an expense which we cannot afford."

Answering Objection: "Yes, but-----"

1. It builds valuable community support for the schools.

2. It interests the tax-paying adult in the school's program.

3. It conserves human resources through practical training.

4. It brings added efficiency to the community's business organizations.

5. It builds taxable wealth for the community.

6. It offers valuable financial support through liberal reimbursement.

In the limited time at our disposal the Conference was unable to deal adequately with the other objections which have been listed. It is suggested that these objections might be used as valuable conference topics at regional meetings of coordinators in the various states. If desirable such material could be assembled and edited for distribution later.

Following are typical comments and expressions from the members of this group during the Conference:

Member: In one case in our state, the school superintendent overcame the objection of cost raised by the Treasurer of his Board of Education by drawing his attention to the amount of tuition and state taxes that went into the cost of training students at the state school, attented by that indivual's children.

Member: In our state, we are faced with the problem of rising secondary school costs and increased delinquent taxes. We have used this argument with the Superintendents. Our extension program reaches adults who are tax payers and who can, by that means, be made to take an increased interest in education as a whole.

Member: It is probably well for us to consider that we should emphasize that the local school is not embarking on a spending program, but rather upon an investment program. If it institutes classes in Distributive Education, the effectiveness of the merchants and sales-people will be increased to the benefit of the community.

Member: It is important that we call the attention of local school authorities to the proportion of high school graduates in their own cities who enter the retailing and other distributive occupations. This is a strong argument for building a program in any community.

Member: In view of the fact that so many retail salespeople are paid modest salaries, we may have a definite obligation to employees. Suggest to the management that recognition should be given to ambitious employees who attempt to improve their performance in the store.

Member: It is not well for us to point out to salespeople that persons engaged in other fields have to attend school periodically to bring their information and training up-to-date. Merchandising is being developed into a profession and it is important that salespeople keep themselves well informed.

Mr. Dillon (Indiana): I want to call your attention to the fact that we are developing a coordinator's kit which will contain a summary of the arguments and materials that one would reasonably need in selling school superintendents, employers, and employees on a Distributive Education program.

Member: A suggestion I would like to make is that we contact the leaders of employee organizations and

and let those leaders in turn assist in selling the members of their organizations on a training program.

Member: We have found it very helpful to stimulate interest by awarding certificates at the close of the training period and by giving some recognition in the newspapers. A social gathering for the employers and employees who have participated in the training is exceedingly valuable.

GROUP DISCUSSION WITH THE ENTIRE DISTRIBUTIVE EDUCATION SECTION

VI. NEW FIELDS FOR TRAINING:

Chairman: "The Committee has given considerable thought to the further development and expansion of this program. The conviction was expressed that training in traditional fields should not be emphasized to the exclusion of the many other interesting and important areas to be served. Discussion along this line this morning should bring to us an enlarged concept of our responsibilities. It should give us a vision of the scope and possibilities of this work. Out of such a growing, expanding picture, a more clearly defined pattern of basic training should develop from the common needs of the many occupations within the distributive field."

NEW CLASSES DEVELOPING OUTSIDE THE CONVENTIONAL SALES TRAINING AREAS

1. Store Hygiene
2. Conference Leadership for Owners, Managers, Buyers, Department Heads, etc.
3. Wholesale Grocery Distribution
4. Personality, Ethics and Customer Relations for -
    a. Medical Receptionists
    b. Dental Receptionists
5. Related Technical Information for Medical Receptionists.
6. Training Driver Salesmen
    a. Dairy Products.
    b. Bakery Products
    c. Laundry and Dry Cleaning Firms

New Fields for Training - continued

7. Meat Merchandising

8. Buyer's Arithmetic

9. Selling Photographic Equipment

10. Telephone Personality
(Reference was made to courses offered by representatives of telephone companies in telephone personality and to twenty minute film which deals with store telephone service and customer contacts.)

11. Sales Training for Specialty Fields: Gas and Electrical Appliances--Home Appliances

12. Gift Wrapping

13. Retail Problems of Stationers

14. Customer Relations and Ethics for Life Underwriters

15. Tax Problems for Store Owners

16. Retail Drug Store Management

17. Clinics in Retail Sales Problems

18. Problems in Newspaper Distribution

19. Customer Relations and Traffic Problems for Motor Bus Drivers

20. Selling Transportation for Railway Ticket Agents

21. Apartment House Management

22. Management Problems of Retail Jewelers

23. Public Relations for Service Employees of Public Utilities

24. Record Keeping for Business Owners and Managers

25. Credits and Collections for Store Owners and Managers

26. Coordinating Advertising and Display with the Sales Problems

New Field for Training - continued

27. Paint and Wallpaper Salesmanship
28. Wholesale Credit Management
29. Conferences for Managers of Garages and Service Stations
30. Tourist Courtesy Conferences
31. Sales Problems of Waitresses
32. Furniture Salesmanship and Interior Decorating
33. Problems of Selling Real Estate
34. Leadership Through Public Speaking for Distributive Workers
35. Grain Elevator Management
36. Problems of Wholesale Produce Distributors

Discussion brought out the need for frequent distribution of information about classes and courses offered by the various states. Mr. Kyker announced that the Federal Office planned at the end of each year to make up a list of all courses which had been offered. It was hoped that this might be done oftener than once a year and that some means towards that end might be discovered.

VII. SUPPLEMENT:

In a supplementary meeting of the Committee which was not reported to the entire group in conference, committee members discussed the various publicity media which might be made available for our local and regional coordinators. Among these mentioned; newspaper articles and interviews, trade journals, the radio, national trade associations. There was common agreement that the Distributive Education Program should have the benefit of sound, substantial growth and the danger of over-advertising was recognized. However, the value of a competent and carefully integrated program of publicity was emphasized. It was felt that some central agency should provide a monthly service for developing copy of news value to be distributed to the States for local adaptation and release. It

Supplement - continued

was hoped that the Federal Office might be able to take the lead in this direction. The efforts of the Regional Agents from the Federal Office of Education to distribute News Letters and otherwise publicize the program on a broad range, received very favorable comment.

The Committee wishes to acknowledge with gratitude the services performed by the Preliminary Committee on promotion. This first Committee was composed of the following: Dr. Ira W. Kibby, Chief of the Bureau of Business Education, Sacramento, California; Mr. G.S. Glyer, Assistant State Supervisor, Distributive Trades, Wilmington, Delaware; Mr. Pearce C. Kelly, State Coordinator of Distributive Education, Fayetteville, Arkansas; Mrs. Irene F. Blood, Assistant State Supervisor of Distributive Education Jefferson City, Missouri; Mr. J.B. Yingling, Teacher Trainer, Distributive Education, Fort Collins, Colorado; Mr. E.B. Webb, Assistant Supervisor of Administration, 212 State House, Boston, Massachusetts; Mr. Jack Milligan, Chief of Business Education, Baugh Building, Lansing, Michigan; and Mr. A.D. Albright, State Supervisor, Distributive Education, Department of Education, Nashville, Tennessee.

Not all of these members were able to attend the meetings. However, the agenda which they prepared for this phase of the conference is attached to this report and it is hoped that the problems they presented have been covered in this report and in the general conference discussions.

SUGGESTED AGENDA FOR CONFERENCE

ON

PROMOTING AND INITIATING THE PROGRAM

OF DISTRIBUTIVE EDUCATION

Dunwoody Institute, Minneapolis

August 14 - 18, 1939

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(a). Promoting and intiating the distributive education program in metropolitan areas.

(1). Who should initiate the promotion program?
(2). What should be done to determine the needs for a Training Program?
(3). What methods should be used in informing the Superintendent of Schools about the program?
(4). When and how should business leaders be informed of the program?
(5). What groups of business men should be approached, and in what order?
(6). When and how should State Trade Organizations be approached?
(7). How can trade groups aid in promoting and initiating a program?
(8). Should a local supervisor or teacher-coordinator be appointed before the promotion of the program begins?
(9). What use should be made of
  (a) Newspaper publicity
  (b) Trade Journals
  (c) Paid Advertising
  (d) Hand bills
  (e) Direct mail
    To whom?
  (f) Interviews
  (g) Committees
    (Types and how to organize)
  (h) Radio
  (i) Luncheon Clubs
  (j) Other publicity
(10). Is it possible to over-promote the program?

Suggested Agenda - continued

(11). Who should control the promotion?
(12). What different problems enter in the promoting of part-time classes, trade extension classes, cooperative classes?
(13). What should be done when the superintendent of schools is not interested in the program?
(14). What should be done when the merchants are not interested?
(15). What should a local committee do before the representative visits the community?
(16). What are the dangers in having a local committee promote and initiate the program?
(17). What is needed to be done to initiate the program after it has been promoted?
(18). What can be done to cooperate with an organization that already has a program?
(19). What can a distributive occupation teacher do to promote the program?
(20). What use of the trade union should be made in promoting and initiating the program?

(b). In small centers

(1). What kind of programs can be organized in small centers?
(2). How can teachers be secured?
(3). Who should promote the programs in these areas?
(4). What are the differences in the methods used in promoting a program in small centers from a metropolitan area?
(5). What can be done in getting small merchants interested in the program?
(6). When can itinerate teachers be used to promote and initiate a program?
(7). What can be done about financing a program in a small center?
(8). What promotion should be done in small centers by regional and state supervisors?

(c). General

(1). What are the best ways of coordinating distributive education research with the promoting of the program?
(2). In what areas should state and regional personnel take the lead in promoting and intiating programs, and in what areas should it be left to local school authorities?
(3). What types of committees may be used in pro-

moting and initiating the program, and how can they be used?

(4). What use can be made of a state-wide advisory committee in promoting the program? Regional Committee?

(5). What can be done to overcome local prejudice in a state-wide committee?

(6). How can you finance publicity to promote the distributive education program?

II. REPORT OF COMMITTEE
ON
TEACHER TRAINING

First

National Training Conference

For

Distributive Education

called by

The United States Office of Education

William Hood Dunwoody Industrial Institute

Minneapolis, Minnesota

August 14-25, 1939

REPORT OF TEACHER TRAINING COMMITTEE

The Teacher Training Committee consisted of Anna Mae Johnston, College of William and Mary, 901 West Franklin Street, Richmond, Virginia; F.M. Scott, 418 East 13th Street, Casper, Wyoming; Hilma J. Peterson, Tulsa Central High School, Tulsa, Oklahoma; R.B. McHenry, Senior High School Building, Fort Smith, Arkansas; H. Widowson, University of Minnesota, Minneapolis, Minnesota; Roy Fairbrother, State Board of Vocational and Adult Education, 1 West Wilson Street, Madison, Wisconsin; Eugene Carstater, State Department of Education, St. Paul, Minnesota; and John H. Dillon, Chairman, Bloomington, Indiana.

The Teacher Training Committee had their first meeting Monday afternoon, August 14th. According to the plan adopted by the conference the Teacher Training Committee was to report to the Conference as a whole on the morning of the 16th, 18th, 22nd, and 24th. On Monday morning at the first meeting of the Distributive Education Section, the Chairman outlined briefly the various areas of study, concerning the problem of teacher training, which were suggested for consideration by the Conference group. These five areas had been submitted to a preliminary Teacher Training committee, many of whom were unable to attend the Dunwoody Institute Conference. Following are given the five areas with a brief resume of why they are of importance at this point in the development of our Distributive Education Program.

The First Area: "The Location and Selection of Teacher Candidates." The Chairman pointed out that because of the extension nature of our present Distributive Education Program the large majority of persons serving as leaders are recruited from the field of business and serve only part time as instructors. In many cases individuals handle only one class group and often the leader changes as a group and considers the successive units in their training program. Therefore the task of locating and selecting teacher candidates is one of major importance for a local community and for the teacher training service. It was pointed out also that the teacher candidate must not only meet the paper specifications but must be acceptable to those persons making up the class group. In other words, individuals used as teachers on this program must meet the specifications set up in the State Plan "PLUS." It was pointed out that by using highly qualified persons on this part time basis, the training program is able to use a staff of a much higher caliber than would be possible if they were employing these persons on a full time basis.

The Second Area: "What Are the Peculiar Characteristics of the Teacher's Job in the Distributive Education Program and Why is it Necessary for Him to Know About Teaching in Order to Do This Job Successfully?" It was pointed out that every State Plan specifies that the teacher must be occupationally competent. In practice there seem to be other general characteristics which are demanded of the individuals selected for this responsibility. Over and above these, however, there seems to be a body of information concerning this specific task of teaching which this individual must have before he can hope for success with the class group. It was pointed out that these minimum essentials should be isolated and identified as a basis for effective teacher training.

The Third Area: "What is the Most Effective Plan for Training the Individual Who Will be Responsible for Handling One or More Classes or Discussion Groups Under the Distributive Education Program?" The Chairman discussed this area as the "HOW" of accomplishing the "WHAT" set up in Area Number Two. It was pointed out that because of the nature of the program extensive teacher training is impossible before the teachers are assigned to classes. It was explained that the individuals used as teachers consider themselves retailers, salespeople or other specialists in the field of distribution and not teachers or professional educators. In most cases the teacher training which may be given before the teacher candidate is assigned to work must be done within a period of a few hours.

The Fourth Area: "What Will Be the Nature and Scope of a Successful Program of In-Service Training or Teacher Upgrading Based on Supervision of Classes?" Because of the situation considered in Area Number Three, the importance of supervision and in-service up-grading is self-evident. Local coordinators or supervisors have a continuous job of assisting the part-time teacher on their staff in meeting class situation, preparing instructional material and generally improving the methods used, as the needs of the class members are brought out in the course of the discussion. The teacher training service from the State Office or University has a responsibility of assisting the local program in improving the performance of those individuals assigned to various class groups operating in a community.

The Fifth Area: "What Will Be the Nature of an Effective Long-Time Distributive Education Leader-Training Program for a Local Community?" The Chairman cited experience in several local communities where leader training conferences were held by the teacher trainer, attended not only by persons selected to serve as teachers in the Distributive Education Program, but also individuals responsible for training in their own organizations who were interested in increasing their knowledge of leadership techniques. It was pointed out that in the larger centers a group made up of persons from the various branches of distribution who have the necessary basic qualifications for leaders might be formed and meet periodically as a continuous training group, thus constituting a reservoir of qualified and trained leaders. When a class is formed, the leader might be secured from this source. If the person employed as leader is not now a member of this leadership study group, he should be encouraged to participate in these meetings as a means of improving his performance.

MEETING OF TEACHER TRAINING COMMITTEE

The Committee in its first meeting considered in some detail each of these areas and decided to take them up with the group in order in which they are listed.

In this Committee Meeting the question came up as to the term to be used when referring to the person in charge of these study groups. Would we call this person a teacher, a conference leader, a speaker, or just what term best described the job which we expected this individual to do. It was decided by the Committee that the first task of the group as a whole should be to decide upon a name for this individual in order that our discussion in the future could be pointed and to avoid having one person talking about one situation while another was thinking of an entirely different job.

It was agreed by the Committee that the Chairman should act as leader for the consideration of the first problem. The Committee thought through this first problem as an aid to the Chairman and outlined some points of view which would need to be considered when the question came up in the group discussion.

FIRST DISCUSSION ON TEACHER TRAINING WITH THE WHOLE DISTRIBUTIVE EDUCATION SECTION

AUGUST 16, 1939

The Chairman of the Committee served as leader for the discussion before the entire group and will be referred to as Leader during the balance of this report.

Since this is a report of the conference, no attempt will be made to reproduce the many, many valuable contributions coming as a part of each discussion. It is fully realized that a report of this character cannot bring a reproduction of a meeting but can serve simply as a means of recall and to aid in crystallizing the total pattern of thinking which took place during the conference.

The Leader reviewed briefly the five areas of study concerning teacher training and outlined the procedure which the committee had decided to follow in treating these areas. The Leader raised the question which had been considered by the committee as to the term to be used for describing this job for which we are training persons and the term to be used when referring to these individuals. In order to center the thinking of the group on a definite problem, the Leader placed the following problem on the board.

The Problem: Just "what" is the individual that we are planning to train?

Note: "What" is used to bring out a clear picture of the type individual in charge of the classes and study group.

The question was then asked if the persons employed in the various states on the Distributive Education Program were teachers in the common interpretation of that term. The group responded to this question with a statement that certainly this person was not a teacher in the same sense that we refer to teachers in the public school, nor was he a lecturer or instructor in the sense we use these terms when describing professors in the University. The Leader then asked if this person employed in the various states was a conference leader of the 100% pure variety. The group agreed that the job to be done in Distributive Education was sufficiently different from that carried on in some aspects of trade and industrial work that the pure conference leader did not fill the need. In order to retain the various salient features of the discussion and to assist the group in arriving at some agreement on this problem, the Leader set up a thinking chart on which the group developed on the left-hand side the common characteristics of the 100% teacher. Space was left in the center of the chart and on the right the group indicated some common characteristics of the 100% conference leader. In the space in the center the leader placed a question mark, as it seemed that the person which we were considering was somewhat of a composite made up of certain features from each of the two extremes.

The following excerpts from the discussion indicate the direction of the thinking of the group. Some members explained their experience in which they had found that a pure conference leader could not take care of every class situation found under the Distributive Education Program.

The thought was expressed that a composite of the conference leader and teacher was required. The statement was made that the more homogeneous and occupationally qualified the group was the more easily a pure conference could be conducted. The lower down on the scale of experience and information the group was the more a teacher rather than a conference leader was required. The Leader summarized the discussion by inserting the name "Discussion Leader" in the blank space in the center of the thinking chart and this seemed to meet with the approval of the group. The leader with the assistance of the group then drew from each of the two extremes those features of qualities which would be found in this composite which we agreed to call a Discussion Leader. The following is a reproduction of the thinking chart developed on this problem.

WHAT TO CALL THE PERSON CHARGED WITH CONDUCTING THE CLASS WORK IN THE EXTENSION CLASSES

	Teacher	Discussion Leader	Conference Leader
(Some common characteristics)	Formal class		Ideas come from experience of the group
	Lecture		Maximum participation
	Tell the pupils		Small group
	Master of the subject		Informal
	Teacher-pupil relationships		Leader-member relationships
	Set course of study		Leader stimulates thought
	Drill in details		Leader adds little new information
	Disciplinarian		Leader is not necessarily a master of the subject discussed.
	Tester		

Dr. Kyker stated that the conference on Distributive Education called in Washington considered this matter, and there seemed to be two points of view held concerning the conference leader, -- One being that a good conference leader could conduct any type of conference regardlees of his background of experience, while the opposing viewpoint was that a conference leader to be successful must be qualified in the field in which he is holding the conference.

The group in considering this problem realized that this composite which we call a Discussion Leader would vary in degrees from the teacher to the conference leader, depending upon the circumstances found in any particular class situation. The group felt, however, that in teacher training our efforts should be pointed at the composite individual rather than attempting to train a 100% formal teacher or a pure conference leader. The thinking of the group seemed to follow the idea that the job we are charged with doing is somewhat unique and has many features which are not found in other aspects of education; therefore, it might be necessary to erect some structures peculiar to Distributive Education, rather than simply adopting practices from other areas of Vocational Education or from the field of academic school experience.

The next step in the thinking of the group revealed that there were some minimum characteristics which must be present in any leader prospect before we can justify considering him as a candidate for our work. The group realized that these characteristics would be present in an individual in varying degrees and that perhaps each of these characteristics could be improved upon. They agreed, however, that if an individual seemed to be too lacking in a number of these characteristics, it would not be a matter of efficiency to attempt to train this person to serve as Discussion Leader. In other words in moving down the road in the study of this problem we started with certain known factors and used them as a springboard into the realm of the unknown. The Leader placed the following problem on the board and the group indicated some of the minimum characteristics.

The Problem: What are the minimum characteristics which must be present in a leader prospect before we would consider training him for our work?

A. Occupational competency in subject field in which he is to offer instruction

B. Accepted by the trade and fellow workers

C. Some necessary specific personal characteristics:

1. Be able to express himself
2. Ability to get along with others
3. Be able to handle ideas
4. Belief in the ability of other people to think
5. Open-minded
6. Acceptable personal appearance and manners
7. Able and willing to follow written instructions and outlines
8. Belief in need for training and that salesmen and operators can be improved by training
9. Confidence in self **without** egotism or conceit
10. Initiative, imagination, ingenuity

D. Possesses in reasonable degree the _general_ personality traits

It was pointed out that the possession of these characteristics can in most cases be determined by the person responsible for selecting the discussion leader candidates. Each of the major points and the subdivisions under C were discussed at some length by the group before they were finally allowed to remain on the board. In other words the group elaborated upon these points and gave definite interpretation to the brief points appearing in the above list. Limited time would not permit the development of the minimum characteristics in full.

COMMITTEE MEETING

The committee reviewed the progress made in the general section discussion and decided that we had taken two steps toward the solution of our problem. First, we had agreed upon the use of the term "Discussion Leader" and had defined certain characteristics which distinguished this person from a teacher or a conference leader. In the second place, we had taken stock of those non-controversial personal characteristics which are required of a leader prospect before he is considered as a candidate to be trained.

The committee decided that the next step would be to determine just what specific knowledge and skill a discussion leader must possess in addition to trade knowledge in order to do this job of leading a discussion. The committee decided to use the analysis technique in arriving at a listing of these items of special skill. The committee tentatively phrased the problem, "Just what must a Discussion Leader know about teaching and what must he be able to do in order to act as Discussion Leader for distributive workers?" The Committee suggested a two column analysis form -- on the left the heading, "What he must be able to do" and on the right, "What he must know about teaching."

GROUP DISCUSSION WITH THE WHOLE DISTRIBUTIVE EDUCATION SECTION

AUGUST 18, 1939

The Discussion Leader opened the meeting with the over-all question of whether or not we were faced with a real problem of teacher training in the Distributive Education Program. Many members of the group responded to this question with opinions and the actual experiences which indicated a general recognition of the acuteness of this problem in this new phase of Vocational Education. It was revealed that in many states there is no individual specifically charged with teacher training responsibility and in these cases the job must be done by supervisors and local coordinators. The Leader secured a showing of hands as to the number of the group who had had actual experience leading a discussion with a group of employed retail workers. A showing of hands was secured indicating the number who had observed satisfactory performance on the part of other discussion leaders. A showing of hands indicated also that the big majority of those in attendance had had some experience in training individuals to assume this responsibilty. The Leader then pointed out the amount of actual experience concerning this question of training discussion leaders which was represented in the group. The members agreed that each of them had in greater or less degrees the responsibility of teacher training in their states or local communities.

The question was asked of the group, "What preliminary procedures are followed by a physician before prescribing treatment or medicine?" The group indicated that the modern physician follows a rather uniform procedure of studying a case history, diagnosis of current symptoms, and based on the diagnosis localizes the seat of difficulty, and then prescribes the treatment. It was pointed out that this is simply an adaptation of the technique of problem solving which is the backbone of the conference technique. A member of the group indicated that if we analyze the problems of the discussion leader we will have a good outline which will serve as a basis for discussion of teacher training problems. Another member stated that just as a doctor first analyzes the ills of a patient coming to him for advice so we should analyze the job of the discussion leader before attempting to determine what he should be taught. It was further stated that we should avoid taking techniques piece-meal from teacher training in other fields of education and attempting to super-impose them upon this new type of job or responsibility. Rather than doing this we should attempt to analyze this new job from the ground up and determine exactly what the individual must do and what he must know in order to be a successful discussion leader.

The leader commented briefly on the various schools of thought concerning the analysis technique as a tool in determining teaching content. It was found by a showing of hands that many in the group had had experience in making analyses as basis for training programs.

Considerable time was spent by the group in an attempt to agree upon the statement of the problem. As placed on the board it read, Just what must a discussion leader know about teaching, and what must he be able to do in order to act as Discussion Leader for a group of distributive workers? The Leader insisted that in any problem-solving situation it was absolutely necessary that all persons participating must have the same understanding of the statement of the problem. In other words, the problem must mean the same to all persons if their contributions are to be pointed in the same direction.

It was agreed to make this listing in terms of the minimum knowledge and skill required, before we would feel safe to start the individual with his group meetings.

This discussion brought out the many varying points of view concerning the job which we are expecting our discussion leaders to perform. As the listing was made on the board the fact was soon revealed that in many cases we had not made a very scientific study of just what this Discussion Leader should receive through the medium of teacher training. The leader pointed out that it was much more important that this group think through this problem according to an orderly process of problem solving, than that an elaborate listing be developed on the board. The group agreed that we must assume the responsibility for arriving at a sound basis for our teacher training program and that the technique being used by the group was recognized as a scientific procedure.

No attempt was made to set up the items in the list in order of importance. It was indicated, however, that the first listing would likely be made up of the major divisions of his job or the major duties, each of which would necessarily consist of several small specific tasks. During this first step in the analysis only one side of the chart was considered. The following is a reproduction of what was on the blackboard at the close of this discussion.

What he must be able to do:	What must he know about teaching:
Define problem Create informal feeling or atmosphere Organize content Stimulate thinking Analyze needs of the group Direct thinking on the problem Check on understanding Analyze individuals in the group Use board or chart Use teaching aids	

COMMITTEE MEETING

The committee discussed briefly the progress made in the analysis of the job of the discussion leader. They felt that the group was conscious of the need for this type of basic consideration. The committee, which served as a steering body for the Discussion Leader, indicated that the group would reach a point of exhaustion with reference to the ideas in the "DO" column. They indicated that already members of the group were wondering just what would appear in the "KNOW" column. The Leader agreed that in the next Section Meeting, as soon as that question seemed to be interfering with the thinking of the group, we would shift over to the right-hand or "KNOW" column and spend some time in the analysis of one of the responsibilities listed in the first column. To indicate how this would be handled, the Committee took the responsibility of presenting new information and spent the balance of the committee meeting in determining what specific principles of pedagogy, psychology of learning, etc. would have to be possessed by a leader in order that he might understand "why" he was doing the things listed in the first column. The committee members were asked to spend some time on this problem in order that they would be prepared to aid in the discussion of these technical points in the next Section Meeting.

SECTION DISCUSSION
AUGUST 22ND

As the Distributive Education Section assembled to continue the analysis of the job of the Discussion Leader, it was evident that considerable thinking had taken place since this problem was considered last week. Many members of the group were anxious to participate in this discussion, and the job of the leader was one of referee, rather than suction-pump. The following excerpts from the discussion indicate how the group was getting down to cases.

Member. "Have we assumed that the Discussion Leader is going to use the discussion method or is he going to be able to use all of the different methods referred to by our committee on methods?"

Leader. "Is that an important question to settle before we go on with our problem?"

M. "Very definitely."

M. "It is going to be very important that we equip the Discussion Leader with all different types of methods he may be called upon to use."

L. "When the persons present did this job of Discussion Leading, did they understand the use of a variety of methods?"

M. "I believe that our thinking has changed in the past year or two very considerably on the matter of methods. Our original conception was that we should use the conference method exclusively, but we have come to realize that we will have to use a variety of methods in order to get over the necessary information."

M. "I want my Discussion Leaders to be able to actually use the demonstration method rather than just know the theory of it."

L. "Do we want, for example, our Discussion Leader to be able to give a lecture when it is called for or should they know just the principles of lecturing?"

M. "We may want our Discussion Leader to know the principles of psychology insomuch as they apply to his work."

L. "We are trying to break down, in the light of our past experiences, the detailed, specific problems of a Discussion Leader and rebuild them into a more ideal workable set of rules or suggestions."

M. "We can make a general statement that the information we give should be practical and it should tie up with job needs.

M. "We are having an experience at present in which we have leaders of extension classes that are doing entirely too much talking. My observation is that when the Leader talks too much, the interest of the group lags."

M. "So often the technician or specialist who is conducting a class is giving a 'trial and error' set of rules which he has evolved from his practical experience. He should be able, in addition, however, to give the students the underlying philosophy and principles underlying his rules."

L. "A Discussion Leader has to be able to explain the 'why' but he has to be able to show how the application can be made of the principles under discussion."

M. "I would like to have my thinking clarified on the point of 'why' again. I think we should add another point. I think we should be able, in addition, to explaining 'why', add the experience of the group to the discussion rather than attempting to rest the case upon his own past experiences."

M. "Yes, I feel that that is part of his job."

The Leader extracted from the rather lively discussion some additional responsibilities which seem to be agreed upon by the group until the list contained about twenty items.

What he must be able to do.	What he must know about the "Discussion Technique"
1. Present new information	
2. Prepare group for learning	
3. Organize content of course	
4. Stimulate thinking	
5. Develop discussion	
6. Analyze group	
7. Analyze individual needs	
8. Determine units of instruction	
9. Keep discussion on problem or point	
10. Check on understanding	
11. Develop and maintain informal feeling	
12. Use blackboard or chart	
13. Summarize or boil down lengthy statements	
14. Get general participation	
15. Explain each idea	
16. Use typical cases	
17. Give clear illustrations	
18. Use visual aids	
19. Sell himself to the group	
20. Hold the interest and the attention of the group	

At this point it was evident that some members of the group were simply trying to think of additional points to add to the list, rather than going back into their experience to determine whether they recognized other specific responsibilities as a part of the Discussion Leader's job. It seemed the group had reached that point anticipated by the committee, as indicated by the following request coming from one member of the group: "We have reached a point in our discussion where our thinking seems to be blocked; we have attempted to set up certain phases of our problem in one box, and others in a second column. I am beginning to wonder just what will appear in the second column. Can we take one of the ideas listed in the first column and see if we all agree on the "knowledge" which he must possess in order to perform that task?"

Based on this lead from a member, the Leader indicated that we would take a few minutes to see whether we could separate the "Doing" from the "Knowing" in this job of the Discussion Leader. The Leader made an auxiliary chart, heading the left-hand column "do" and the right-hand column "know." The first item listed in the original chart was selected for consideration. This happened to be PRESENT NEW INFORMATION. A few minutes were spent determining some subdivisions of this major responsibility and it was agreed that under "Present New Information" the Leader would have to demonstrate, illustrate by drawings on the board, by exhibits, etc.; he would have to paint a word picture of the idea he was explaining. This gave the group an idea of the subdivisions which would be made of each of the major points in the left-hand column.

For the remainder of the discussion period the group attempted to put on the board brief statements of specific items of teaching theory which they felt a Discussion Leader should have before he could be expected to effectively present new information. By this time the discussion had warmed up. At this point a significant point of view came into the open concerning the similarity and differences between a program of Trade and Industrial Education and Distributive Education. The following excerpts from the discussions indicate the trend of thinking on this point.

Member. A basic principle of psychology is that effective learning is accomplished through drill or repetition. It is also necessary to consider that the original stimuli must be strong enough to make the desired impression.

Leader. "We are faced with the problem of taking Mr. X., a typical Discussion Leader, and who is occupationally qualified, of training him in an entirely new task; namely, to get across to a group of persons information that will be of help to them in their work.

M. "Must we not consider that the individuals who will do our teaching all have different training and abilities? Shouldn't we give them all instruction in the techniques of the various methods available to them and then let them adapt this training to their own use?"

M. "Isn't it true that the teacher training problems we have to meet in the field of Distributive Education are different from those in Trade and Industrial Education? The type of trainees handled in T & I classes is different from those in Distributive Education classes and the situations with regard to leaders are also different. It is easier to obtain the services of a recognized master in trade and industries than those in distributive education. In T & I we attempt to teach, moreover, manual skills, whereas in DE, we teach attitudes and knowledge."

M. "In giving the leader instruction in different methods, we must be certain that we are not giving him the idea that he should be on the look-out constantly for situations in which he can use his pet methods; rather he should be taught to size up teaching situations as they occur and adjust his methods to the situations.

M. "We face a very different situation in T & I, and DE in this respect. The competent person in DE is more likely to be experienced in dealing with people than is a master craftsman in the T & I."

L. "That is true, but on the other hand, this very fact may complicate matters in dealing with people rather than simplify them, because the DE leaders may have already built up certain habits dealing with people that may have to be reformed.

M. "Isn't it true that the situation in T & I and DE is different in another respect? The learner in T & I who is being taught to fit a gear to a shaft, must do an exact job or else he will be reproved perhaps rather severely in his job. The DE student, however, may use any one of several methods of making a sale and may fail or succeed. It is more difficult to teach him that there is perhaps no one way which is the only right way in doing his work.

M. "Isn't it true that the details of the demonstration method we have listed on the board are very similar to those learned in our 'method' courses in college? Why is it necessary for us to have these listed again?"

L. "It is probable that nearly all of the persons present have taken psychology and methods courses in college. It is also true that in thinking of and attempting to describe to others the characteristics of the different methods, we consider the ideal or pure methods. Can we assume that the average leader has enough training in educational theory that he already knows the principles involved in the use of the various methods? Must we not pull out for him the important, practical points to consider in each method and help him make the applications?"

M. "I understand that the attempt is being made in this meeting to prepare a job analysis of the tasks of the discussion leader and to give some suggestions as to how this leader can perform this task to the best advantage."

At the end of this discussion the group had developed on the board a sample of the treatment which should be given the responsibility of Presenting New Information when this complete analysis is made.

DO

Present new information

1. Demonstration
2. Illustrate by drawing, exhibits, etc.
3. Paint a word picture of the idea

KNOW

1. The learning stage must be set.
2. Order of presentation should be the same as the order of doing.
3. Must get learner in step.
4. Present information on experience levels of the learner.
5. Habits of "doing" formed by repeated presentation and practice.
6. Speed of presentation must be geared to learning ability of the group.
7. We learn through the eyes, ears, etc.

Before this discussion meeting adjourned expressions from the members indicated their interest in having a complete analysis made of the job of the discussion leader along the lines which we had followed as a group during the past two discussions of this problem. It was pointed out that this task would require considerable time and careful thought and it was indicated by the leader that the committee were recommending to the Washington staff that they be allowed to complete this analysis as a continuation of the committee work for the next few weeks.

COMMITTEE REPORT

The committee agreed to accept the responsibility of working on the analysis of the job of the Discussion Leader. They felt that the interest shown by the group on this problem justified some additional time being spent on the work.

The committee considered what should be presented to the Discussion Section for the last meeting on Teacher Training. It was felt by the committee that because of the widely divergent state policies that very little progress could be made in the consideration of the long-time training program for a community. It was felt that this would have to be worked out at a later date. The committee decided that the next step which should be taken by the group would bring us into the question of how to do this job of teacher training most effectively. As in preceding committee meetings a skeleton treatment of the question was worked out with the committee as an aid to the leader when working with the entire group.

GROUP DISCUSSION WITH THE WHOLE DISTRIBUTIVE EDUCATION SECTION

AUGUST 24TH

The leader explained to the group that the Teacher Training Committee had agreed to continue their work on the analysis and that within a few weeks a tentative analysis would be completed and submitted to those in attendance for their suggestions. The leader suggested that the next problem for the group to consider was how this Discussion Leader could be given the necessary preliminary training in the most effective manner. As had been done with other problems, the group first worked out on the board a pattern of those facts and practices which would tend to point our thinking and discussion. The leader by means of a hasty poll, found that from four to eight hours was the length of time usually devoted to this pre-service training of Discussion Leaders. By another polling of the group, it was found that the majority of these leader candidates are given this preliminary instruction on an individual basis. In some cases it was stated that a small group was handled together, but it was a very rare case when a sufficient number could be gotten together to constitute a teacher training class or conference.

The group gave their experiences in meeting this problem and it seemed from the discussion that there was a body of common knowledge which was given to each candidate in all the states. It was revealed, however, that there was very little uniformity in how this job was attempted or in the emphasis placed on the various features of the job which was discussed with the leader candidate. It seemed, however, that in each case the

the person doing the teacher training attempted to cover the following topics with he candidate:

1. Give the individual information on the provisions of the George-Deen Act and overview of the program of Distributive Education.
2. Show the candidate how his past experience will help him in this new task.
3. Give assistance in determining what should be included in a course.
4. Assist him in organizing the course into instructional units and planning his lesson.
5. By using different illustrations, show him how people learn, or explain the learning process.
6. Give details on the class routine, or class system; such as, collection of fees, attendance records, calling of the roll, etc.
7. Explain the principles of physical arrangement of the class.
8. Explain how to use different methods.
9. Explain just the part that he is to play, in these meetings.

There seemed to be a difference in the treatment of the question of course outline. In some states the leader candidate is assisted in formulating the outline of the course he feels should be offered, and at a later date elaborates upon that course, which addition is then checked by the Teacher Trainer. In other states the candidate is asked to outline his own idea of what the couse should contain; this is checked over at a later date by the Teacher Trainer; and necessary suggestions on form or scope made at that time. It was pointed out that in some cases specialists are used, such as, instructors in agriculture, economics, bookkeeping, etc., and part of their training must be toward the end of giving them a practical "slant."

The question was raised by the leader that since there seemed to be a considerable degree of uniformity in the information given this leader candidate, could this information be reduced to writing and take the form of a leader's manual? There was a difference of opinion on this question, but there seemed to be considerable agreement that to have some of these points in printed form would greatly expedite the job of the Teacher Trainer and would assure each candidate of a more complete instruction than when the Teacher Trainer followed no outline. One member suggested that the instructors to the leader should be a part of each course outline. The group seemed to feel, however, that those common factors could be treated in a leader's manual and the instructions contained in the various course outlines would be specific adaptations of the principles to that particular course.

It was brought out in the discussion that the Teacher Trainer in most cases fits his schedule to that of the candidate, and that this instruction may be given in the office of the store, in a hotel room, over the dinner table, and very seldom in a class room situation. The fact came out from some members of the group that various states are now preparing teacher's guides, or manuals. Some of these preliminary manuscripts were available for examination by the group. The leader pointed out that in Indiana a number of attempts have been made to develop an effective Discussion Leader's Handbook, but to date the answer had not been discovered. It was pointed out that some form of manual would enable the leader to spend time in the study of his new job, but not in conference with the Teacher Trainer. It was also mentioned that this manual would serve as a valuable source of review on certain points which become problems after the first meeting or two.

The leader took a few minutes to stress the fact that Distributive Education had reached an age where it was necessary that certain of its identifying characteristics be placed on paper in order that school administrators and others interested in the field of education could see the part occupied by this new service. In other words it had to adopt a platform and stand on that platform. It was pointed out that Vocational Education, as such was not given much prestige until some of the early writers in the field put in book form a word picture of just what this field of Vocational Education consisted of and where it fitted into the total educational pattern. The leader indicated that when this story is written, it will necessarily be a modification of the philosophy or concept now held by some members of our own group; but until the leaders in the field of Distributive Education can prepare and agree upon a basic statement of our field, we cannot expect to be granted a position in the complex pattern of public education.

The question of a discussion leader's manual was referred to as the type of thing which enters into operating costs of our program. As there are many identical factors in the program from state to state, then duplication of time and effort on the part of the various states in preparing this type of material is indefensible. We are advocating in our classes the control of costs through various accepted practices of merchandising. Certainly, as an administrative group in charge of Distribtive Education, we should practice what we preach.

Although the points covered in this discussion by the leader applied to the general field of Distributive Education, they are especially applicable to the field of Teacher Training, because of the fact that many states have taken the position that anyone who has had Teacher Training experience of any kind can train Discussion Leaders for the program of Distribtive Education

The leader briefly summarized the steps taken by the group in thinking through this problem of Teacher Training. As you follow through this report, you can see those steps rather well defined. It was pointed out that no attempt was made to solve this problem in the few hours devoted to its treatment, but it was felt that a record should be kept of those points of agreement which had been arrived at in order that future consideration of this problem could be built on these common agreements rather than going back over the same field.

COMMITTEE REPORT

At the final meeting of the committee plans were made for preparing the report of the discussion on the topic of Teacher Training. The chairman was instructed to prepare a preliminary report which was to be sent to each member of the Training Committee on or before September 4th. Upon receipt of this preliminary report each member of the Committee was to make suggestions as to additions and deletements and return the copy within two or three days. The chairman would summarize the suggestions and prepare the manuscript for the final report. This report was to be mimeographed by the chairman in sufficient quantity to make available to all persons in the administrative positions in the Distributive Education Program throughout the country. The mimeographed reports were to be sent to the Washington Office to be distributed from that source.

The Committee decided to continue their work on this problem of Teacher Training and agreed to each prepare a master analysis of the job of the Discussion Leader which were to be sent in to the chairman and compiled into a master form which would be available for discussion at the A.V.A. Conferenerce in Grand Rapis.

The Committee will have a report of work done, to be submitted to the Distributive Education Section of the A.V.A. Conference.

III. PRELIMINARY REPORT OF COMMITTEE
ON
INSTRUCTIONAL MATERIAL

First

National Training Conference

For

Distributive Education

called by

The United States Office of Education

Held at

William Hood Dunwoody Industrial Institute
Minneapolis, Minnesota
August 14-25, 1939

INTRODUCTION

The growth of Distributive Education in the United States since the inauguration of the National program under the Federal George-Deen Act of 1936 is without precedent in the education world. Its growth has been as spectacular as it has been sudden.

Not only has Distributive Education as a National program been without precedent in growth and development, but it has, to a great extent, also grown independently of other educational fields, without such precedents as traditional approaches, standardized techniques, or textual forms.

It is therefore not suprising that after three years there is little national uniformity in teaching approach or individual experimentation in terms of personal or State backgrounds of training and experience.

There can be no doubt but that this experimentation, with its wide variations in resulting approaches and particularly wide variations in the formats of its teaching materials, has been a healthy and valuable experience for this new field. The fact that it has not been bound by tradition in thought or action has obviously been largely responsible for its vigorous development.

The National Conference of Distributive Education Personnel held in August, 1939, appointed a committee, which should have as its purpose, the development and suggestion of plans for National uniformity in published teaching materials with reference to format for publication, definitions and bases for classification of teaching levels and subject matter areas.

The following report seeks to describe the committee's findings, their receptions and alteration by the Conference group, and the resulting agreement and recommendations of the Conference. The committee is confident that much of value to the perplexed teacher, coordinator or supervisor will be found in this report.

KENNETH LAWYER
Committe Chairman.

COMMITTEE:

Irene F. Blood - Missouri

Robert B. Berry - North Dakota

Fred W. Doelz - Wyoming

Edith J. Veitch - North Dakota

T. Carl Brown - North Dakota

Donald H. Bowles - New Jersey

Leonard Albright - Tennessee

G. Henry Richert - U.S. Office of Education

REPORT OF THE COMMITTEE

ON TEACHING MATERIALS

In presenting the committee's first findings and recommendations to the Conference, the Chairman stated that the committee would, with the help of the Conference, seek to explore the following possibilities:

1. The need and demand for a universal or standard form for use by the States, outside agencies, and the U.S. Office of Education, in the preparation and effective exchange of pertinent, authoritative and usable teaching materials.

2. The general content of such a standard form, including the extent to which supplementary teaching suggestions should be included.

3. The adoption by the Conference of such a standard form.

It was agreed that the committee's immediate efforts would be confined to the needs of the evening extension level, with the thought that the findings of the Conference could be applied later to cooperative high school programs.

I. The Need for a Standard Form for Teaching Materials

A. The Subject-Matter Problem

One of the chief difficulties encountered in the development of subject matter for use by discussion leaders or teachers of evening classes is the preparation and outlining of such materials in a form suitable to the use of the inexperienced leader. Since the field is new, and few people are accustomed to handling such adult classes, Distributive Education group leaders at the evening extension level are largely inexperienced in professional teaching or conference leading.

In general, these teachers fall into two classes: the professional teacher with limited occupational experience, and the occupationally qualified distributive worker, with little or no effective teaching training or experience. The first must usually be shown the peculiarities of both vocational and adult education; the distributive worker must be shown how to teach, as quickly and efficiently as possible.

As Mr. Mertz, of Sears, Roebuck & Co., aptly stated at one time during the Conference, "Such teaching material must be prepared for the low levels of teaching ability and intelligence. We must assume that these people are not equipped to teach, and give them many suggestions and much help in the forms we give to them. If they can do a better job by themselves, they may then lay aside such outlines almost entirely."

B. Sources of Subject Matter

Subject matter for use in Distributive Education classes is usually secured from analyses of local needs, from outside agencies such as manufacturers or trade associations, from materials used in other States, or from text books and manuals in the field. Obviously, the greatest problem here is the adaptation of this subject matter to the needs of the evening class and to the use of the evening group leader. Because of the fact that there is no established approach or form for the preparation of such material, great variety results; material adapted to use in one State or by one agency does not readily fit the needs of the other.

C. Variety in Forms of Material

Some States prefer that the leader-teacher have no outline or plan for his class. Others provide him with a simple topical outline. Some States have followed the Trade and Industrial pattern of three columns, others have invented two, three, and four column presentations and guides for their teaching staffs. In nearly all cases, teaching materials are given to the leader only after he has experienced a minimum of teacher training under the State program. The approach, order, and

and uses of the various devices are explained; the material serves as an intelligible guide only after this preliminary coaching.

D. The Outsider's Dilemma

When this same material, in its particular form is received by another State in its search for usable materials, some confusion develops. The uninitiated "foreigner" on the other side of the State line does not readily understand the approach involved in the intricate design before him. He has not been a party to its development nor has he had it explained to him.

E. The Suggested Remedy

State personnel at the Conference agreed as to the magnitude of this problem. They suggested that in order that State materials might be exchangeable and mutually intelligible that a simple universal form be adopted. This same form, agreeable to the States, might also be used by the U.S. Office of Education in preparing material for national use in the State programs. Also, and very important, this form might be submitted to various manufacturers and trade associations as a pattern for their preparation of material in cooperation with the U.S. Office of Education or with the States.

Such a form, if possible of development, was agreed by the Conference to be a suggested form only, for mutual convenience and understanding only, and not a compulsory form for all Distributive Education material published for courses given under the George-Deen Act.

II. The Development of a Desirable Universal Form in Teaching Materials

A. Desirable Content for a Universal Form

The committee and the Conference agreed that a topical outline of the subject-matter area to be covered should be included in any universal form, but that it should be supplemented by teaching suggestions.

Both the professional teacher, in this particular field for the first time, and particularly the experienced retailer, suddenly called upon to teach for the first time, should be considered. Questions most likely to be asked by each type of teacher should be answered, and "helpful hints" included.

The committee's suggestions as to the desired elements of the form to be adopted, with the Conference additions, are as follows:

1. Introductory description of material involved.
2. Ways of using the outline.
3. Suggestions as to types of stores or merchandise for which material is most useful.
4. Course objectives.
5. A note to the leader.
   (1) Professional school teacher.
   (2) Experienced distributive worker.
6. Suggestions for the first class meeting.
7. Suggested teaching devices.
8. Introduction to the course.
9. A topical outline.
10. Suggested Conference questions.
11. Suggested case problems.
12. Test questions.
13. A usable bibliography.
14. Bases for evaluating source material from manufacturers and others.

B. Suggested Standard Forms *

Suggestion Number One

The committee's first recommendation was a "straight" topical course outline supplemented by the above fourteen essentials, each supplementary essential group separated from each other group as follows:

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* For convenience and for mutual understanding, the following agreements were reached as to terminology:

Curriculum: A series or group of courses.
Course: A series or group of units, ten weeks, for example.
Unit: A unit may consist of a series of topics.
Leader: Discussion leader or teacher (to avoid academic connotation of "teacher")
Topic: Any given area
Class Period: A class period may be devoted to a unit or to a topic or topics. Unit or topic does not refer to time.

1. Title of the course.
2. Table of contents.
3. Explanatory introduction.
    a. Purpose of the outline.
       (a brief explanation of the need for such an outline)
    b. Justification of the course.
       (a brief statement as to place and importance in the field)
    c. Objectives of the course.
       (aims of the course from the teaching viewpoint)
    d. Classification of the course.
       (suggestions as to number of units, time, levels, etc.)
    e. Uses of the outline.
       (brief survey of how the leader may employ the outline)
4. A note to the leader-teacher.
    a. A note to the professional teacher explaining briefly the new problems of adult distributive education.
    b. A note to the retailer or other inexperienced teacher comparing the teaching job to that of selling.
5. Suggested teaching devices.
   (This material particularly for the inexperienced leader - a listing and explanation of recognized "tricks of the trade")
6. Suggested forms for lesson plans and outlines.
   (A survey of various ways discussion leaders may organize and plan class periods or courses using bibliography and teaching devices as needed)
7. Measures of progress.
   (Methods by which the leader can determine his own teaching effectiveness)
8. The outline proper (topical)
    A.
        1.
        2.
            a.
            b.

                (1)
                (2)
                    (a)
                    (b)

(This outline to cover the subject-matter areas considered, to serve as a source of topics and as a check-list and guide on the leader, to be used by the leader in organizing the course, and to be supplemented by materials from the bibliography, from the leader's personal experience and knowledge, and from the contributions of the class.)

9. Suggested Conference questions and case problems.
10. Bibliography and references.

Objections to This Form

As has been indicated, some persons in the Conference were convinced that State and other administrators could not assume that the leader would be able to apply each of the items listed in the above form in the exact situaton where it would be needed. There was some argument that the experienced retailer, despite his practical knowledge of his subject, has no comprehension of even elementary teaching or discussion-leading techniques. For this reason there was the contention that directions must be complete in every detail leaving nothing to the teacher's own questionable initiative.

Suggestion Number Two

A second suggestion received in the committee and presented to the Conference was that the above plan be modified to include a bibliography and specified teaching devices with each topic, as follows:

A. Topic
    1.
        a.
            (1)
                (a)
                (b)
B. Teaching devices, suggestions
C. Bibliography and references

Suggestion Number Three

A third form suggested, consisted of two columns, with the teaching devices placed parallel with the topical outline, each teaching device being suggested in connection with a particular item.

TOPICAL OUTLINE	TEACHING DEVICES
A. - - - - - - - - - - - - -	Demonstrate - - - - - - - - -
1. - - - - - - - - - -	- - - - - - - - - - - - - - -
a. - - - - - - - -	- - - - - - - - - - - - - - -
(1) - - - -	Ask class if - - - - - - - - -
(a) - -	- - - - - - - - - - - - - - -
(b) - -	- - - - - - - - - - - - - - -

References:
1. - - - - -

2. - - - - - -

3. - - - - - -

Suggestion Number Four

A fourth form transposed the references and teaching devices in the above as shown below:

TOPICAL OUTLINE	TEACHING DEVICES
A. - - - - - - - - - - - - -	see - - - - - - - - - - - - -
1. - - - - - - - - - -	- - - - - - - - - - - - - - -
a. - - - - - - - -	page - - - - - - - - - - - - -
(1) - - - - -	- - - - - - - - - - - - - - -
(a) - - -	see - - - - - - - - - - - - - -
	page - - - - - - - - - - - - -

Teaching suggestions:
1. - - - - -
2. - - - - -
3. - - - - -

Suggestion Number Five

A fifth form included four columns as follows:

TOPICAL OUTLINE	HOW TO PRESENT	QUESTIONS AND CASES	REFERENCES
A. - - - - - - - - -	Show - - -	a. - - - -	see - - - - -
1. - - - - - - - -	- - - - -	b. - - - -	page - - - - -
a. - - - - - - -		- - - -	- - - - - - - - -
(1) - - - -	Describe -	c. - - - -	see - - - - - - -
(a) - - -	- - - - - - -	- - - -	page - - - - -

Suggestion Number Six, as Adopted

The sixth suggestion of the committee came to it through a conference held during the summer at Bloomington, Indiana, under the leadership of Mr. John Dillon, Teacher Trainer for Indiana. This form of outline and supplementary materials includes the essentials agreed upon by the committee and conference, and has many factors in its favor. It might best be described as "providing the teacher with help when he needs it most".

Arranged in three columns, it places teaching suggestions and references concurrently with the topical outline. It is simple, thorough, and is claimed to be in line with the thinking of the average inexperienced teacher as he goes about preparing his material. It is a guide and a manual and a check-list all in one. It gives him the benefits of advice from experienced teachers applied to particular teaching situations, or particular topics.

This form was adopted by the Conference as an ideal universal form, and was agreed upon by the group as acceptable to all. The representatives from the Federal Office indicated that they would respect the conference recommendation in the preparation of any material in Washington by the Business Education Service of the U.S. Office of Education, during the coming year as an experimental period. They agreed that any such material would be adaptable to the form. A synopsis of this suggested universal form follows:

NAME OF COURSE

I. **Foreword** to the Course (A general introductory statement to the course)

II. List of Units Making Up the Course

III. Outline and Instructions for Conducting the First Meeting

(Following is an outline of how each unit in the course should be treated)

A. Title of the Unit

B. Statement of Aims or Objectives

C. Define and Delimit the Topic

D. Introducing the Topic (Prove that the topic deals with a real function)

Suggest the use of paper 8½ x 11 lenthwise or 11 x 17 double--lenthwise.

E. Treatment of Topic -- (Each unit)

Material to be Presented	How to Present Material	Where to get additional information
NOTE: Detailed outline of topic (preferably arrived at by an actual job analysis of the occupation)	Suggestions on 1. Specific methods of presentation 2. How to obtain group participation 3. Thought stimulation questions 4. Illustrations and cases 5. Use of demonstrations	research studies samples of forms pamphlets sources of films, slides, etc. reference books demonstrations material, periodicals, speakers, graph-charts

F. Test Questions (Each unit)

G. Practical Problems (Each unit) (Test application of principles on actual job situation)

H. Annotated Bibliography (for entire course)

Prepare Leader's Check List -- Each unit in course
(A list of objective questions to check the leader's effectiveness in handling the meeting)

Objections to the Adopted Form

Objections of the Conference to the three column outline form as adopted included, in addition to its complexity, that of the fear that individual discussion leaders might prefer to select different teaching devices - that one person might use a given device well, while in the hands of another it might be a complete failure.

The second objection referred to the references in the third column. The question arose as to whether or not any teaching library would include all of the books referred to. In this connection an 'Ideal Library' was suggested as a possibility, and as the only feasible remedy.

A third objection referred to the difficulties of properly annotating a bibliography. It was said that the original reader's comments could not always be accepted as correct, and that teachers might misinterpret annotations or discount books solely on the tone or impression of the annotation.

III. Defining Subject Matter Approaches and Areas

A. The General Problem

The committee's conclusion that there is a need for considering course outlines and other teaching materials from many angles, in order that they may be described and discussed intelligently by persons in the field, was presented to the Conference. This presentation was not made in the form of a recommendation or as the committee's final word, but only as the beginning of a systematic and critical classification of materials.

B. The Five Training Levels

In order to present to the group its conception of course needs and classifications, the committee submitted the following as the five course levels with subsidiary degrees of advancement within them, suggested by Dr. Paul A. Nystrom and others:

I. Preparatory level (Non-reimbursable, since students are unemployed. The program must consider this work as preparatory only)

II. Cooperative Part-time (The subject-matter needs here are limited usually to two hours or more of vocation and related instruction daily)

III. Employee - "Rank and File" (The average selling or service employee in retail stores or other distributive agencies is included here)

IV. Sub-executive (The buyer or department manager with limited supervisory and administrative authority)

V. Executive (Store owners and managers, including the wide differences between the needs of the small store manager and the large store executive. Two groups are often necessary)

C. Varied Teaching Approaches

Because, in terms of the leaders' or program objectives, individual courses must have a consistently uniform approach to training needs, the committee submitted the following as teaching approaches in use in this field, indicating the tendency to weaken courses through unconsciously combining and changing approach to the subject as courses proceed:

1. Job analysis approach

(A study of a given occupation, including all duties; the course consisting of training in those specific duties)

EXAMPLES: Stock Clerk's Training, Salespeople's, Displayman's.

2. Retail functions approach

(An analysis and study of a specific retail function such as advertising, display, credit, buying, etc., including the accompanying techniques) without reference to merchandise.

EXAMPLES: Retail Credit Problems, Retail Advertising, Retail Delivery Problems.

3. Merchandise information alone

(Technical and related information concerning merchandise, preferably from the standpoint of customer use - merchandise characteristics as they meet customer needs) no reference to retailing functions.

EXAMPLES: Textiles, Builder's Hardware, Laces.

4. All retail functions as related to given merchandise

(All selling, display, advertising credit or other functional problems as related to a line of goods - such as hardware, furniture, etc.; suitable for one-line store managers)

EXAMPLES: Hardware Store Problems, Retailing, Furniture, Modern Shoe Merchandising.

5. Each retail function as related to a different kind of merchandise

(A study of the techniques or peculiarities involved in connection with the performance of any one retail function as it affects any one line of goods)

EXAMPLES: Selling Hosiery, Advertising Shoes, Displaying Millinery.

6. Common Store Needs

(Essentials to successful individual and store development and discipline, regardless of store or merchandise)

EXAMPLES: Store English, Store Arithmetic, Personal Health

Among other factors to be considered when preparing a given outline or seeking to adopt or adapt an outline used elsewhere, are the following:

1. Size of the store
2. Size of the town
3. Geographical differences
4. Nationality differences
5. Type of merchandise sold

Another phase of approach in preparing course materials and all subject matter relates to the development of the subject. Is the course designed to cause the student to consider store profit alone, customer's needs alone, is it a combination of these, or is it merely an academic and objective study of the store function or the merchandise?

D. The Functional Divisions

Many retailers and students of retailing agree that the functions of retailing can be classified into five functional groups as follows:

Merchandise

- Buying
- Unit control
- Fashion coordination
- Comparison
- Merchandise information
- Research

Promotion

- Public relations
- Selling
- Advertising
- Display
- Planning
- Services

Personnel

- Employment
- Training
- Compensation
- Recreation
- Job analysis
- Health

Operation

- Receiving and marking
- Store arrangement
- Delivery
- Utilities
- Supplies
- Housekeeping

Finance and Control

- Budgets
- Audits
- Records - Procedures
- Customer credit
- Accounts payable
- Cash

These five groups must all be considered when any store surveys its total needs, and as well when educators in the distributive field seek to outline a long-range program for training. There is room for considerable thought in this connection. It may be suggested that the above five groups (D) be used as a guide for preparing short unit courses of training at the five levels (B) in terms of any one or all of the five approaches (C). Certainly the Conference agreed that there should be a long-range program of short courses outlined on some such basis. The committee regrets that following this agreement there was insufficient time for its careful consideration of these possibilities. All agree that a considerable number of years will be required to crystallize all ideas and approaches in connection with the broad phase of subject matter in the distributive field.

IV. Facilities for Preparing, Listing and Distributing Teaching Materials.

A. The Problems of Production in Materials

The committee's presentation of the problems of a universal outline form and of subject matter areas and classification was followed by its submission for discussion of the problems of preparation and distribution of subject matter materials from the standpoint of facilities. The following problems were listed as as existing and needy of solution:

1. There is at present no published listing of teaching materials as published by the various States.
2. There is no evaluating agency for these materials, due to lack of Federal personnel.
3. A few States, preparing good material, have been imposed upon to share it nation-wide.
4. Persons preparing materials are not in a position to know of similar materials available or in process elsewhere.
5. Courses available are often not sufficiently described or limited that they can be judged before receipt or use.

B. The Adopted Recommendations

After extended discussion, the Conference made the following recommendations to the U.S. Office of Education:

1. That the Business Education Service act as a clearing house for all instructional materials.
2. That the Service prepare a complete listing of course outlines and other materials prepared to date.
3. That periodic supplementary listings of new materials published by the Service and in the States be published and distributed.
4. That facilities be provided in the Business Education Service for acquainting the State programs

with materials contemplated or in the process of preparation.

5. That all listings of material be described briefly, annotated, evaluated, and priced. That a committee for such evaluation be appointed by the Business Education Service.

With reference to Number 5, it was asserted that four States represented were not permitted to charge for publications of this nature. No doubt other States have similar rulings. This problem was not solved in the Conference. The question of copyrighting material and allowing capable writers in the field more nearly adequate rewards was discussed, but no conclusion was reached by the Conference. It was recommended that various State groups be appointed by the Business Education Service to work with manufacturers and trade associations in the preparation of certain needed courses.

Summary

The Conference sought, through the Committee on instructional materials, to tentatively select a universal form for exchangeable course outlines and to make various other recommendations concerning the preparation and distribution of such materials. The Conference and Committee agreed that these first efforts in this direction were only the first of many constructive steps necessary as the National Distributive Education program develops and progresses.

IV. PRELIMINARY REPORT OF COMMITTEE
on
METHODS

First
National Training Conference
For
Distributive Education
Called By
The United States Office of Education

Held at
William Hood Dunwoody Industrial Institute
Minneapolis, Minnesota
August 14-25, 1939

PRELIMINARY REPORT OF THE COMMITTEE ON METHODS
FOR CLASSES IN DISTRIBUTIVE EDUCATION

NATIONAL TRAINING CONFERENCE

MINNEAPOLIS, MINNESOTA

Introductory Statement:

The committee on methods of teaching for classes in distributive education was set up after the Conference convened. Membership of the committee included: Laurence T. Thompson, Michigan; Helen Friedline and George Schuck, Idaho; Sidney Owen, Nebraska; Roy Fairbrother, Wisconsin; Walter F. Shaw, U.S. Office of Education; and Donovan R. Armstrong, Texas, as chairman.

Since this is an outline report of the Conference, no attempt has been made to reproduce many helpful contributions coming as a part of each discussion. A report of this character can be most useful when serving as a means of recall, and as an aid in getting a picture of the total pattern of thinking which took place during the Conference.

A committee report, embodying the opinion of the conference group as a whole, on effective teaching methods to be used in distributive education classes, was the problem assigned to the committee. This preliminary report is the result. Discussion in the first committee meeting on the assigned problem resulted in agreement upon procedures to be followed in developing the solution, in committee and in group meetings. Steps in the plan agreed upon were as follows:

Procedure To Be Followed

1. List the methods to be considered. The list on page 2 was not prepared in order of importance because the committee felt that at the outset no one method could be assumed to be of greater importance than another; nor could one method be used in every situation to the exclusion of other methods.

   The methods listed were suggested and later accepted by the group, as having been used. Accuracy in terminology was sacrificed to bring all methods to the attention of the group.

2. Define or make a brief statement to indicate the nature of each method.

3. Set up some characteristics of each method.

4. Give circumstances and conditions under which each method might be used to advantage.

   Suggestions made by the committee and the Conference are not meant to predict the probable success of individual methods; rather, the suggestions are made in view of somewhat limited previous experience in classes. The Conference was reluctant to advocate the use of any one method as a solution of the problems of instruction.

5. Consider problems on methods advanced by conference group members and committee members.

Methods Considered By The Conference

The list of methods developed in the first committee meeting is as follows:

1. Lecture, or Telling, Method
2. Individualized Study Method
3. Discussion Method (Directed)
4. Research-Project Method
5. Demonstration Method
6. Dramatization Method
7. Case Method
8. Conference Method
9. Panel Method
10. Visual Method
11. Correspondence Method
12. "On The Job" Individual Instruction Method
13. Organized Class Instruction Method

Four afternoon sessions of the Conference were devoted to discussions of the reports of the committee on these thirteen methods. A detailed outline report of the work of the committee, incorporating the thinking of the group, follows:

I. Lecture, or Telling, Method

   A. What it is:

      A method for giving information quickly and accurately. Many timesit is necessary to resort to the lecture method to give necessary facts essential to the progress of the class; quite often people must be "told" the "how" or "why".

B. Characteristics (these may or may not be advantages):

1. Usually is an organized presentation
2. Thorough coverage of subject matter brought to bear upon problems of the moment
3. Adaptable to large groups
4. Appeals to the "ear-minded"
5. Conserves time
6. Easy to check results after presentation of material
7. Listener absorbs information without thinking
8. Material gained through lectures is not really learned
9. Lecturer may "lose" his group or "go over the heads" of his group

C. Where or when used advantageously:

1. With large groups where the individuals have some common background of information and experience
2. When necessary to cover a large quantity of material in a limited time
3. When necessary to arouse enthusiasm in initiating a new program or in further development of a program
4. When giving merchandise information
5. When providing a common background of information as a basis for further study
6. Where there is need to supplement other methods

D. When not used advantageously:

1. When interested in developing skills
2. When no testing is done
3. When group participation is desired
4. In situation when problems are to be solved

E. How to use effectively:

1. Make careful plans in organization of the lecture to prevent rambling
2. Make liberal use of illustrative teaching devices to appeal to the senses, such as charts, films, diagrams, and products

3. Make provision for checking on results, as tests, questions, and observation

II. Individualized Study Method

A. What it is:

A method by means of which the learner is assisted in organizing his study so that, under the direction and supervision of a competent instructor, he will profit in proportion to his individual effort.

B. Characteristics of individualized study as a method of instruction:

1. It is used for individual instruction on the individual's own problems
2. The method is effective only for small groups. The instructor should be occupationally competent and must be available to devote some time to each individual. As the size of the group increases, the time spent by the instructor with each individual will decrease. A point will be reached where direction and supervision by the instructor will be ineffective because of lack of time
3. It is more effective in cooperative part-time related study classes than in evening extension classes
4. Effectiveness of the method in a cooperative class will vary inversely with the number of occupations represented in the class
5. Permits study to be nearly related to the job
6. Requires a high type of instructor with a broad occupational experience
7. Careful coordination and diligence in the preparation of material is mandatory if the method is made effective
8. Requires more time in covering a given unit of instruction than most other methods
9. Individuals proceed at their own rates in learning, and retention is said to be higher than in most other methods

C. Where used effectively:

1. In cooperative part-time classes where there

is not too great a diversity in the occupations represented

2. Evening and part-time classes, limited in number, in which non-homogeneous groups obtain, such as:
    a. Store record keeping -- the class may contain representatives from a number of retail stores. Some general principles will be common but each individual will need to develop records for his own business
    b. Accounting for retail store
    c. Merchandise study
3. Teacher training classes may use this method in combination with the research project method
4. In situations where new material is introduced and the learner does not have a background of experience in the field of knowledge to be acquired

D. How to use effectively:

1. As a part of the related subjects period of a cooperative part-time class, where the need for specific information relating to the job is indicated. Individuals pursue their separate paths only so long as their interests and needs differ; and they are grouped for class instruction on the elements common to the distributive occupations represented in the class.
2. Through individual assignment sheets or individual lesson sheets

Comments by members of the group:

Discussion which accompanied the committee's presentation of the report on the individualized study method brought out some interesting points which were significant of trends in distributive education. These comments reflect the thinking of the conference group:

"Some distinction should be made between individualized study, as used in distributive classes, and traditional supervised study. In the former, a definite attempt is made to construct a complete course to take care of the needs of the individual; whereas, in the latter, it is the usual rule to aid the individual in mastering a course which may or may not meet his individual needs."

It is probable that the method of supervised study plays a much more important part in cooperative high school classes than in extension evening classes.

We seem to be inconsistent in requiring actual, concrete occupational experience of the evening extension leader, and then we assume that the teacher of a cooperative high school class, or a diversified occupational class need not have the necessary basic experience.

"We must consider the size of towns and cities in thinking about qualifications of teachers and coordinators. Successful retailers may be available in towns of 5,000 to teach evening classes. The adult workers in the town are in sufficient number to form homogeneous classes. A cooperative class in a town of 5,000 would likely be nonhomogeneous because the openings available for beginners in each distributive business would be limited. The teacher-coordinator would be forced to handle a mixed group in a small town or city if a program were set up there."

"We are agreed that it is possible to have a more highly diversified class in distributive education than in a combination of distributive education and T. & I. because these two groups have few common elements."

"May we not observe the policy that homogeneous cooperative part-time classes should be in operation in larger cities and diversified classes in the smaller places?"

"All new coordinators of cooperative part-time programs in our State are to be trained under an apprenticeship plan. Prospective coordinators will be assigned to three successful coordinators for a minimum of one semester before they are assigned to full-time jobs."

"In using the individualized study method, the teacher of a cooperative class must make careful preparation for each student. The preparation requires that the instructor know what the student is doing each day, and that study be correlated with the job; it does not mean giving the student an outline and a text and telling him to go ahead.

"It is necessary to have an unusual man or woman for the position of teacher-coordinator of cooperative part-time training. Separate plans must be worked out for each student, carefully and completely."

To simplify the problem of instructional procedures in cooperative classes, we must find more common elements in retailing and reduce the amount of special instruction. Common elements may be handled in class or group discussion.

III. Discussion Method (Directed Discussion)

A. What it is:

A method of teaching, consisting of a group of learners.

1. With some knowledge of a given topic
2. Talking over different aspects of that topic
3. Under the guidance of an occupationally competent leader

B. Characteristics of the discussion method for distributive education:

1. New ideas and information are brought in and learned
2. Leader should be well informed on the subject
3. Informal atmosphere prevails
4. Frequent checking on understanding of the members of the group is possible during progress of directed discussion
5. Strong adult appeal results from elimination of objectionable features of class recitation
6. Group thinking, rather than directed thinking is encouraged
7. Excellent when controversial topics must be considered and several points of view discussed
8. Unsuited for use with a large group where give and take in discussion would be sacrificed
9. Everyone has an opportunity to participate if interested and familiar with the subject
10. Thinking is stimulated and the listeners are kept alert
11. Benefits result in proportion to the amount of on the track discussion, and the amount of participation of all members
12. Requires careful planning, otherwise discussion may go off at a tangent to the main issue
13. Probably the most versatile of all methods

C. Where to use effectively:

1. With a group of learners having some knowledge of a given topic
2. For controversial issues upon which conclusions are to be reached which are not necessarily those of the leader

D. How to use effectively:

1. Prepare a definite plan for each discussion period, including key questions necessary to develop points
2. The leader must be prepared on every angle of the subject because most anything might come up
3. Points should be driven home by checking on understanding of the group members as discussion progresses
4. The Comparative Analysis Method is employed as a device in discussing points which may be debatable. One list may be made in support of a point of view, while another list is made supporting an opposing point of view
5. Questions should be used in starting and directing discussion.
   They are not used for the purpose of testing knowledge of a subject, but are used by the leader in determining whether or not the group is in with him.

E. Essential values:

Values inherent in the discussion method center around consideration of all aspects of a topic on which different opinions are held, and when all aspects of the topic are to be brought into the open, in order that a limited group of participants may group their present ideas into new patterns, and in those patterns discover something new to the individual. The central idea is to create an atmosphere in which honest thinking, uninfluenced by prejudices or stimulated by partisanship, may be indulged and the individual choice or decision made.

IV. Research Project Method

A. What it is:

1. By means of the research project method individual experience and growth is accomplished through indivdual or group assignments relating to specific questionsor topics

B. Characteristics:

1. Results of research and study may be referred to the group to impart information and for their comment
2. Effective in individual development
3. Fosters group cooperation and stimulates individual endeavor by giving responsibility to members of the class
4. Aids in developing ability to evaluate and present information
5. Must be carefully planned to insure time for all to report

C. Where to use advantageously:

1. Evening and part-time classes on such topics or courses as:
   a. Merchandise information
   b. Store system
   c. Meeting difficulties
   d. Fashion
   e. Display

V. Demonstration Method and Dramatization Method

The group decided that dramatization might easily be considered an extension of the demonstration method, both having a common objective.

A. What it is:

A method of instruction in which doing techniques may be shown, explained and applied. Demonstrations may be made and then dramatized as a means of giving emphasis to the subject under consideration.

B. Characteristics:

1. Appeals are made to individuals or groups

through the eyes, ears, and hands
2. Facilitates speedier learning of doing units
3. Eliminates costly trial and error procedure
4. Involves showing or doing a complete unit or operating technique without interruption
    a. Slow motion -- explaining steps and details
    b. Individual application through repeated doing
5. Promotes interest through observation of activity
6. Both demonstration and dramatization require careful planning
7. Develops poise and self assurance

C. Where to use:

1. Part-time cooperative classes
2. Evening and part-time extension classes
3. In pre-employment training

D. When to use:

1. To show, step by step, progress of doing technique
2. To emphasize techniques and points brought up in other methods of teaching
3. To arouse interest in a new idea or new product
4. To show a right and a wrong way

VII. Case Method (A Device)

Agreement of the group on the use of the case as a device in other methods of teaching rather than as a special method of teaching precluded discussion of the case method. It was decided to point out certain features of cases, and methods of using them, since the method or device has been used in many places.

A. What it is:

1. The case method is an adaptation of the problem method as employed in teaching. Discussion is centered upon actual or hypothetical situations, or cases, which are advanced to instruct class members in the given subject

B. Characteristics:

1. Differentiates between theory and practice
2. Encourages original thinking in arriving at solutions
3. Requires an occupationally competent leader who is skilled in leading discussion
4. Usually employe alternate solutions, one of which is the right answer

C. Where to use:

1. When an example of actual procedure is needed to establish a point
2. To secure group acceptance of recommended or approved practice
3. To arrive at solutions to problems and cases advanced by members of the group

D. How to use effectively:

1. It was recommended that cases be used to supplement other methods
2. Members should be encouraged to write-up actual incidents or difficulties as case problems for solution by the group, but the leader should have a list of cases on hand to present at the time they are needed. From discussion on cases should develop the principle, rule, or standard representing the opinion of the group
3. The leader should resolve general statements and general questions into cases which will bring out the most discussion
4. Enough cases should be admitted [illegible] enable the group to agree upon whatever principle or decision can be reached

VIII. Conference Method

A. What it is:

A conference is a pooling of thought of two or more individuals, the purpose of which is to assist in solving problems. This pre-supposes that the group has all the information necessary to solve the problems, and no new information is to be added.

B. Characteristics of the Conference Method:

1. Those in the group have mutual problems which they desire to solve together
2. They agree to exchange and pool their experience
3. Each member of the group has had years of practical experience
4. The subject is within their experience
5. The group meets to learn together -- not to be instructed
6. The best results are obtained in groups of 12 to 25 persons
7. For larger groups a "panel" set up is provided
8. There can be no set program or course of study, but it is absolutely necessary for a conference leader to plan to a certain extent, - always know where he is going, prepare cases, questions, illustrations, on points likely to come up for discussion
9. Directed toward helping the group members to organize knowledge and experience they have concerning their jobs and to help them acquire good habits of thinking relative to their jobs and responsibilities

C. Advantages of the Conference Method -- Essential values:

1. Informality appeals to practical indivdiual
2. Creates high degree of interest
3. Full and equal participation by learners
4. Satisfaction through mutual achievement
5. Useful in fields not covered by organized instruction
6. Developing group morale
7. Developing habits of analysis and integration of thought

D. When to Use the Conference Method:

1. When your books have no available subject content
2. When an emergency arises and there is not time to wait for a scientific solution. "A trouble-shooting device"
3. When a problem needs to be defined or an issue clarified
4. When you seek to improve cooperation in an organization
5. When you need to work out clear understandings of responsibility
6. When you need to interpret policies and standards of conduct

7. When you wish to show a need for further training
8. When individuals in a group possess all old material and to which little, if any, additional knowledge is to be added

E. Limitations on Its Use:

It was generally agreed that the conference method as used for distributive education has definite limitations unless the leader is skilled in conference leading, and unless he is occupationally competent in the field for which the conference is held. It is not an informational procedure nor is it an instructing procedure. When it is necessary to introduce new information or to clarify points, the conference leader will have to resort to some method other than the conference method.

There is a wealth of material available on the conference method. The committee wished to admonish all those who use the conference method to use it for the proper purpose and not as an all-inclusive method for every situation.

Essential values result from use of the formal Conference for the purpose for which this procedure is most useful -- to organize experience and assist men to think through their problems. Those who correctly use this method have to think constructively in relation to their jobs and necessarily develop a clearer conception of their responsibilities.

IX. The Panel Method

A. **What it is:**

The panel method is used for a group of individuals interested in a common purpose. It is generally used in a group which is too large for a conference method, inasmuch as the discussion is presented by a designated number who are prepared to present the facts and discussions to the group as a whole.

B. Characteristics:

1. Used to present a subject of mutual interest to a group
2. The participants in the discussion are prepared in advance, as is the leader, to discuss the topic

with a more definite plan than that of the general conference

3. The leader of the discussion may call upon members of the larger group for opinions
4. The leader summarizes the points of information and interest gained to leave the group with a clear conception of the subject as a whole

C. Essential values:

1. Proves an opportunity to present clearly a subject for consideration of a large group
2. Particularly adapted for interpretation of new factual information
3. Has more control of thinking than the conference method
4. Serves as a time-saver over other group methods
5. Useful in fields not covered by subject material

D. When to Use:

1. To present a problem of common interest to a given group (Particularly indicated for municipal gatherings in consideration of a new plan or program)
2. When a problem needs to be presented and defined
3. When the group is so large that a general discussion method is not possible or advisable

X. Visual Method

The Conference group was of the opinion that the visual method is, in its strict sense, a device to be employed in other methods of teaching rather than a method in itself. It may be included under dramatization and other methods as an aid in achieving an objective.

A. What it is:

A method by which instruction is carried on through the use of devices such as films, charts, diagrams, pictures, models, drawings, or sketches. Effective in all groups but particularly valuable for the "eye-minded" individuals.

B. Characteristics:

1. The method is limited by the amount of suitable material that is available
2. It is useful in providing a change from other methods of teaching
3. It is quite easy to use as entertainment not accompanied by learning

C. Where to use:

1. When giving merchandise information
2. When principles of art, color, line and design are used
3. For a group of "eyeminded" persons
4. As a supplementary device in other methods

XI. Correspondence Study as a Method

A new idea was injected by one member of the committee who gave voice to a situaton of which all of us have been conscious, i.e., the need to do something for a clerk in an isolated village where, as Bill Nye once said, "The chief industry is the forking of the roads." Hope was expressed, without advancing any method to be used, that through carefully planned lesson sheets or assignments sheets, later on, we could in some way assist in the training of workers in places too small to support programs handled by itinerant instructors. It may be that such extension education would be accomplished in a manner similar to that used by extension divisions, correspondence schools, and certain trade associations (lumber and grocery). There was no discussion on this; however, the committee felt that the possibility of preparing such courses should be recorded.

Page 2 of this Committee Report lists among the methods:

12. "On the Job" Individual Instruction Method
13. Organized Class Instruction Method

The time allotted for discussion by the group was limited and these two methods were not considered. The committee however was prepared to point out that various methods and devices have been developed for carrying on this instructional process: That a chief distinction between a good and a poor leader is that the former knows how to select suitable methods and devices for instruction, and the latter does not.

The application step employed in giving instruction "on the job" gives the instructor an opportunity to observe the performance of the student and to correct errors. Every individual in the group should be given an opportunity to use new information. In all his planning the instructor must visualize, not one lesson, but the interrelationship of all lessons in a unit of instruction.

Problems Listed for Discussion by the Conference

The committee deliberations produced certain problems and it was planned to present them to the group for group action in determining solutions; however, time did not permit consideration of any of them except the first one listed. It is hoped that later Conference meetings will consider the other problems to which attention could not be given at this meeting. The problems as given to the committee were:

1. Methods to use in the related-subjects period of the cooperative part-time program
2. Methods to use for individual instruction on the job
3. Uses of instructional material
4. Methods for homogeneous group vs. methods for non-homogeneous groups
5. Factors causing problems in selecting methods:
   a. Experience levels
   b. Subject matter
   c. Size of group
6. Methods to use in courses for top management
7. Overcoming influences seeking to dictate methods
8. Methods for junior college terminal courses
9. Correspondence courses vs. resident courses
10. Methods for mixed classes in diversified occupations program

Discussion on Problem Number One

Problem: Methods to use in the related-subjects period of the cooperative part-time program in distributive education.

Points brought out in the discussion:

Invariably this 'related subjects' question comes up and is never settled.

Confusion results from two views of the cooperative program:

- a. The class work should be closely allied to current activity on the job
- b. Class work should be designed for pre-employment training, with work experience added to make study more meaningful.

"Extreme illustrations of how these periods are spent are:

- a. two hours of individualized study, and
- b. two hours of class work."

For the sake of simplicity, discussion will be centered around two types of classes, i.e.,

- a. A homogeneous class for one occupation, and
- b. A class including students from a number of distributive occupations

Plans for related subjects period for a homogeneous group:

1. One plan would have:
    - a. Approximately half of each period devoted to instruction and group discussion on those elements in the field or the occupation which are common to all members of the group.

      Example: Separate courses in Merchandising, Arithmetic, Store Organization, Principles of Salesmanship, Introduction to Advertising, and the like.

    - b. The other half of each period devoted to individual study and research on those elements which parallel the current job activities of the individual students.

      Example: Merchandising Study for his particular section or department, Display of Merchandise, and the like.

2. Another plan would have
    - a. Regular, formal courses set up from elements in retailing common to all members of the class. Teaching would be accomplished through organized class instruction involving the use of various teaching methods. As one course is completed, another course would be started.

3. A plan proposed by the New York University, School

of Retailing, would have Salesmanship, Retailing, Merchandise Study, and Advertising set up in an integrated course. Instead of four separate courses, the student would be concerned with that phase of all of them which conforms to the level of his position and which is in keeping with his progress. During the period of his training, increase in difficulty and complexity of the course would parallel the students's progress. During the period of his training, increase in difficulty and complexity of the course would parallel the student's progress.

4. Still another plan would have each student pursue a course of study designed especially for him, and worked out by the coordinator in cooperation with the employer. Study would be highly individualized and would parallel current job activitios closely.

Non-homogeneous cooperative class:

Essentially the same plans would apply in a non-homogeneous class as in a homogeneous class, with the following modifications:

1. More diligent study of the elements common to all occupations represented in the class would have to be made so that group instruction would be interesting and meaningful to all members of the class.

2. Individual assignments would need to be accurate and definite. Each student should have an assignment for each day in the class. Careful coordination would be necessary each day to insure success of the assignment.

3. The number of occupations represented in the class should be less than in a homogeneous class. Diversity would reduce the time available for individual instruction which is necessary in a non-homogeneous class.

It is to be regretted that each of the ten problems submitted for discussion by the Conference could not receive due consideration. Such action remains in the category of unfinished business.

The Committee on Methods, First National Training Conference for Distributive Education, respectfully submits the preliminary report as given above. It is hoped that the Committee will be continued, and that a report on developments in the field of methods during the year may be made at a later date.

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